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SCHOLASTIC

Teacher

EDITION

Practical English

MARCH 16, 1949 • VOL. 6, NO. 7

Teaching Aids for This Issue

Job Hunt (p. 6)

This is the second in a series of major articles on finding and keeping a job. See "Letter Perfect" (p. 11) for personal sales letters (answering want ads). For book and pamphlet references, see *P. E.*, Feb. 2, 1949, p. 31-T; for sources of vocational tests, see *P. E.*, Feb. 16, p. 3-T. Next week: Job Interviews (a dramatic skit).

GUIDE FOR A LESSON PLAN

Aims

To show how to organize a systematic campaign for job hunting; to show how to write a personal data guide sheet.

Student Activities

1. Draw a large job-prospect card on the blackboard. Print in the outline for the card (name of employer, address, phone number, etc.). Then show students how to fill in the blank spaces. Illustrate your demonstration by using information about a real job you're interested in.

2. Buy a pack of 3" x 5" cards and type (or ask a friend to type) the outline information on at least ten cards. Use the cards in lining up a summer job or a permanent job.

3. Make a list of places which employ the type of worker that you're interested in becoming. Explain how you would go about discovering which of these places offer the best career opportunities for you.

4. Visit your local office of the State Employment Service. At the information desk ask to speak to the guidance counselor or to someone who can tell you what help is given to high school graduates who are looking for jobs. Also find out if the SES helps students to locate summer jobs.

5. Visit the leading privately-owned employment agencies. What types of

work (domestic, sales, clerical, etc.) does each agency specialize in? Ask for one of the agency's application blanks to take with you. How much does the agency charge for getting people jobs? Are jobs plentiful or scarce?

6. Plan a Saturday "Job Clinic." Ask students in your class or school what job fields they'd like to know more about. Ask them if they'd come to school on a Saturday to hear leaders in the various job fields explain the work and opportunities in these fields. Then invite speakers who have jobs in business and industry to talk informally to students at your "Job Clinic." Speakers might talk on clerical and sales work, on small businesses, on factory jobs, on construction work (carpentry, plumbing, plastering, etc.), and on various professions. (Emphasis should be on the future—on what work opportunities these fields will offer when students now in school are ready to look for work.)

Letter Perfect (p. 11)

Aim

To show how to write a letter of application.

Discussion

Why is the letter of application sometimes called the "personal sales letter"? Why should you take special care to make your letter of application "letter perfect"?

Student Activities

1. Read the employment section of your local newspaper and clip out one or more ads of jobs which you'd like to have. Write a letter of application to one of the firms advertising for help.

2. Study the job-wanted ads carefully to see how they are written. Then

write a short job-wanted ad for yourself. Request some type of summer work that you could do competently. Compare your ad with those in the newspaper.

Business Letter-Writing Project

Students detest "busy work" and "mere exercises"! Too often that is what a unit in business letters turns out to be. Students read the "unlikely" letters in textbooks and are assigned to write answers to them. They see no connection between these practice letters and the letters they write in everyday life. (Often there is no connection.)

Students go "all out" for a letter-writing unit in which they can write "honest-to-goodness" letters which they can mail out—letters which bring back answers. It is not difficult to think of a number of situations where such letters can be written: (1) To radio stations, newspapers, and magazines approving or disapproving of some program, article, or special feature; (2) to an author commenting on his latest article, poem, play, or book; (3) to a business firm requesting further information about a product, a free sample, or a free pamphlet or booklet.

Ask each student to choose the subject for one business letter he'd like to write. Let students write the letters in class. Then each letter should be "talked over" with other students and checked for correctness of form, punctuation, grammar, spelling, usage, etc. Recopy the letter and address the envelope. Re-check letter and also envelope. Each student brings to class the stamp for his envelope and gives the completed, stamped letter to the teacher for mailing.

Replies to well-written business letters usually are prompt. Students bring their replies to class to place on the bulletin board. Make a special study of the replies to see how various business firms write their business letters.

Coming — Next Three Issues

March 23, 1949

Major article: Job interviews.

"How to _____" Series: Buy Clothing.

Critical Judgment Series, No. 8: Developing critical judgment.

Reading Series: Understanding similes.

Letter Perfect: Filling in job application forms.

Dear Joe _____ from Jerry: Envy of fellow-workers.

Practice Makes Perfect: Mid-semester tests on grammar, spelling, usage, pronunciation, etc.

March 30, 1949

No Issue—Spring Vacation

April 6, 1949

Major article: Keeping a job (job ethics, winning promotions, etc.).

"How to _____" Series: Buy drugs and cosmetics.

Critical Judgment Series on Radio, No. 1: Radio's aims and purposes.

Reading Series: Understanding metaphors; quizzes.

Letter Perfect: Friendly letters.

Dear Joe _____ from Julie: Dance manners.

Practice Makes Perfect: Grammar, spelling, capitalization, crossword puzzle, Slim Syntax, etc.

April 13, 1949

Major article: Personality development on the job.

"How to _____" Series: Buy groceries.

Critical Judgment Series on Radio, No. 2: Preparing for the show.

Reading Series: Understanding exaggeration; quizzes.

Letter Perfect: Acknowledgments and confirmations.

Dear Joe _____ from Jane: Audience manners (at a school play).

Practice Makes Perfect: Grammar, spelling, capitalization, word games, etc.

What's Your A. Q.? (p. 8)

GUIDE FOR A LESSON PLAN

Aim

To emphasize that the wise buyer reads advertisements to guide him in shopping for food, clothing, gifts, etc., and to help him decide which movies are the best to see; to explain the difference between *product* and *institutional* advertisements; and to demonstrate how to get the most out of reading advertisements.

Discussion Questions

How can advertisements help you with your grocery shopping? Your gift shopping? In choosing movies? What specific facts should you look for in advertisements?

Note to Teachers

Divide the class into committees of two or three members and have each group choose some commodity they're interested in (typewriters, fountain pens, dresses, topcoats, breakfast food, etc.) and make a special study of the advertisements for these products. (See

back issues of *Practical English*.) Each committee can make a chart listing the names of the firms advertising the product and opposite the names, the special facts given about the product.

Have students who do family grocery shopping keep track of how much money they save by using newspaper ads for comparative shopping. They should report results to class.

Have a student committee study *institutional ads* in *P. E.* and make a list of interesting and valuable facts found in them.

Have students practice letter writing by answering advertisement offers of special information and free booklets. (See copies of *P. E.*)

Girls majoring in home economics report on how advertisements help inform the public about style trends and the correct clothing to wear.

Thought Question

Why do newspapers and magazines carry advertising? (Too often young people believe that the price they pay for a magazine covers the complete cost of producing that issue of the magazine. The cost of the paper alone

in some magazines is greater than the price of the magazine. The other costs are paid for by the advertisements.)

References

See *P. E.*, March 9, 1949, page 3-T.

Dear Joe (p. 9)

Jane discusses the rules for good sportsmanship in arguments.

Student Activities

1. Listen carefully to discussions when you and your friends are eating lunch, riding the bus, etc. Do the speakers give facts and figures to prove their statements? Or is it a "tis-'tain't" type of argument? Do the speakers avoid making personal remarks? Do they listen while the other fellow is talking? Do they try to see the other person's viewpoint? Do they admit the other fellow's right when he offers conclusive proof of his stand?

2. Give a series of short wrong-way demonstrations in class on how not to conduct a discussion. (Use such subjects as *women make poor drivers*; *boys have more brains than girls do*; *Bing Crosby is the best male vocalist*; *X's orchestra is the best orchestra on the radio*.) Appoint two "witnesses" to watch for and report on unsportsmanlike arguments in each demonstration.

3. Draw up a series of rules which you think everyone should follow in discussing any controversial question.

Answers to "Test Your Reading Skill" (p. 13)

A. 3, 2, 6, 1, 4, 5.

Answers to "Practice Makes Perfect" (pp. 15-18)

Watch Your Language! 1-I. Inf.; 2-I. Pr.; 3-I. Pa.; 4-C; 5-C; 6-I. Pa.; 7-I. Pr.; 8-I. Inf.; 9-C; 10-C.

Are You Spellbound? 1-pneumonia; 2-stationery; 3-grammar; 4-stationary; 5-tragedy; 6-prejudiced; 7-really; 8-recommend; 9-surprise; 10-secretary.

Correctly Speaking: 1-A; 2-B; 3-A; 4-B; 5-B; 6-A; 7-B; 8-A; 9-B; 10-A.

Answers to Crossword Puzzle (p. 18)



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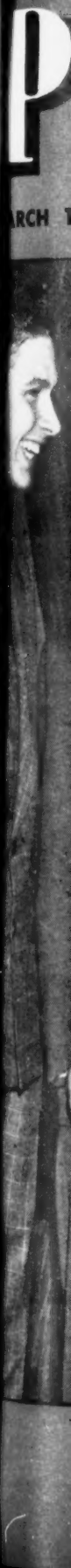
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Practical English

MARCH 16, 1949 • VOL. 6, NO. 7 • A SCHOLASTIC MAGAZINE



COVER STORY, p. 5

JOB HUNT, p. 6

Is there a B+ in his left hand?



Low marks aren't necessarily a sign of slow thinking . . .

Sometimes they are the result of *slow writing!*

When a boy or girl can project thoughts instantly on paper, good marks often become the report-card rule instead of the exception.

Closest thing to a thought machine is a typewriter. With two hands flying over the keys—trapping each fleeting thought—the writer is bound to improve his work.

So put your boy's other hand to work, too. See his marks and his self-confidence go up—with a Portable typewriter at his finger tips!

Get him the favorite . . . the new Royal Portable

Give him his choice—and he'll say "Royal"! Surveys show that boys and girls of high school age would rather have the new Royal than any other portable. One look at the new Royal will tell you why!



Royal has Finger-Flow Keys: Keys shaped to the contour of the finger tips—give more clearance between rows of keys, make for easier, faster typing!

Royal has an "office typewriter" keyboard! The keyboard's identical in size and slope with that of an office typewriter. Controls are the same, too. Truly, it's a standard typewriter in portable size!

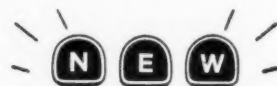
Royal has Speed Spacer! A new space bar built right into the typewriter's frame. Scientifically placed so that the thumb can't miss it!

Royal has streamlined beauty! There's a modern, years-ahead look to the new Royal—a completely new design. Sturdy new beauty that's designed to withstand years of rugged treatment.

You get "Magic" Margin, too!

Along with all the great new typing features goes famous "Magic" Margin—the exclusive Royal convenience that sets the margin in a split-second! And there are scores of other time-saving, work-saving features.

What other portable typewriter offers all this? See the new Royal at your dealer's. Learn how easy it is to own one. Two models: Quiet De Luxe and Arrow.



Royal Portable

The World's First Truly Modern Portable Typewriter

Made by the world's largest manufacturer of typewriters

"Magic" is a registered trade-mark of Royal Typewriter Company, Inc.

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!?!? Say What You Please!

... and that's what we mean! This letters column, a regular feature in all editions of *Scholastic Magazines*, is open to opinion on any subject and criticism of any kind, brickbats or orchids. We want to know *what's on your mind*. Other readers do, too. Address Letters Editor, *Scholastic Magazines*, 7 East 12th St., New York 3, N. Y.—*The Editors*.

Dear Editor:

I have been a faithful reader of Herman Masin's sports column for two years and have always thought it one of the most thorough sports columns published, but after reading his Feb. 9 article, my opinion was completely reversed.

How could any man, who writes a column that reaches students all over the U. S., possibly defame or criticize the nation's Number One sports announcer? Bill Stern has a program of general public interest which presents the background of famous athletes of the past and present. Every man is entitled to his own opinion, but I think the facts, rather than one sports writer's opinion, should be published.

William Lawson
Kokomo (Ind.) H. S.

...

Dear Editor:

I am a staunch fan and admirer of Bill Stern, and I was astounded by your Feb. 9 sports column condemning him. I consider this one of the worst articles you have ever published.

Theodore R. Newman, Jr.
President of the Bill Stern Fan Club
Tuskegee (Ala.) Institute

...

Dear Editor:

I know that Bill Stern does exaggerate slightly. But Bill Stern and Bert Willson are my favorite sportscasters. Herman L. Masin is either bull-headed or just plain stupid.

Robert Brown
Chicago, Ill.

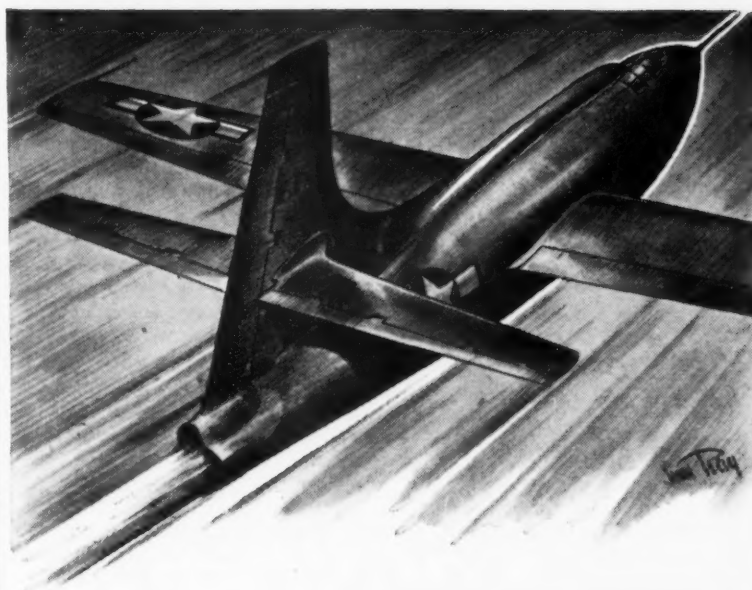
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Dear Editor:

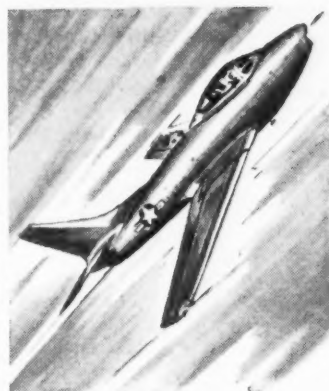
If I were such an "Egg Head" (as Masin), I wouldn't criticize a man like Bill Stern, until I had made a name for myself.

A reader
Kansas City, Kans.

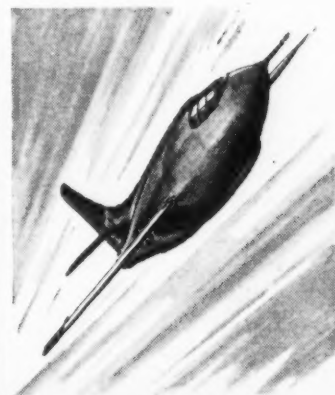
For Mr. Masin's reply to the "Stern gang" see the sports column on page 22 in this issue.—Ed. (Turn page)



HOT AIRPLANES



F-86 JET FIGHTER



**X-1 ROCKET-POWERED
SUPERSONIC PLANE**

The new U. S. Air Force X-1—sonic-research plane—has flown far faster than the speed of sound. The F-86 fighter plane has traveled at a speed of 670 miles per hour with a full load of armament and ammunition. And a new B-47 Air Force jet bomber has run away from the fast, prop-driven fighter plane.

These are the planes that are blazing new frontiers for your U. S. Air Force. They are the planes of tomorrow—planes that will need pilots with the world's best training.

Now is the time for you to start training for a thrilling future in the U. S. Air Force. The opportunities that lie ahead are limitless. Start now to learn all you can about planes and flying. Keep yourself in the "pink" of condition—both mentally and physically. And in the near future you'll have a chance to join the men who design, fly and maintain the planes of the United States Air Force—the greatest team in the world.

For more details about the Aviation Cadets and the U. S. Air Force, stop in at your nearest Recruiting Office.



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that lets you

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right point

for the way

you write.

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Matching pencil
\$200 up



TO SELECT OR REPLACE

... HERE'S ALL YOU DO

In case of damage you can replace
your favorite point yourself—
instantly—at any pen counter.

Esterbrook®
FOUNTAIN PEN

Say What You Please!

(Continued from page 3)

Dear Editor:

I enjoyed your Feb. 2 "Learn to Think Straight" column. I think it made a lot of us realize that little things we say and do may hurt a person's reputation forever. I know that after this, I will try to hold my tongue, and not talk about a person at all unless I can say something good about him.

A freshman English student
Rockford, Mich.

Dear Editor:

I would like to congratulate you and your staff on *Practical English*. This magazine is one of the best I've ever subscribed to.

Your feature articles are very good and the grammar lessons handy. I've enjoyed all the fiction immensely, especially "She Wouldn't Forget" (Feb. 9). So keep up the good work—we appreciate it!

Barbara Roulet
Cornwall (N. Y.) H. S.

Dear Editor:

In your "Letter Perfect" column (Feb. 2), I noticed that you used the firm's name in the heading of the business letter. Is that correct?

Gerry David
Dickinson, N. D.

The letterheads on most business-firms' stationery contain the name and address of the firm. In such cases the heading contains only the date line. If your stationery had no letterhead, it would be correct to type one in and then use the date line for the heading. It would be much quicker and equally correct to type the firm name as the first line in a heading, and then add the complete address and the date line. However, this is an unusual situation and rarely happens.—Ed.

Dear Editor:

In the "Letter Perfect" column (Feb. 2), you used the salutation *Dear Mr. Arbuckle* following an inside address beginning with *R. F. Arbuckle Travel Agency*, a company name. Wouldn't it be better to use the salutation *Gentlemen*?

Lavon Jones
Oelwein (Iowa) Senior H. S.

According to the body of the letter to the Travel Agency there has been previous correspondence. The writer of the reply, therefore, knows that the Agency is a one-name outfit. When you don't have this information you should follow the general rule of writing *Gentlemen* when addressing a firm.—Ed.

Practical English

(Combined with PREP)

A National Magazine of English and the Communication Arts Designed for High School Students in General, Business or Vocational Courses. Published Weekly During the School Year

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ON THIS SIDE

OUR FRONT COVER. Three of the four high school student winners of the "Voice of Democracy" contest are greeted by President Truman during their week's visit to Washington. *Left to right:* George Morgan, Jr., Hutchinson (Kansas) High School; Kerron Johnson, Wilson High School, St. Paul, Minnesota; President Truman; Charles Kuralt, Central High School, Charlotte, North Carolina. Not shown in the group, but also a contest winner, is Richard Caves, Bath High School, Everett, Ohio.

The four students won this national contest over 250,000 other students by writing the best 5-minute broadcast scripts on the subject, "I Speak for Democracy."

The contest, sponsored annually by the U. S. Junior Chamber of Commerce, the National Association of Broadcasters, and the Radio Manufacturers Association, offers college scholarships and a week's trip to Washington to the four national winners.

• • •

SHADES OF PATRICK HENRY!

One of the features of the four young orators' week in Washington was a tour of the historic restored city of Williamsburg, Virginia. There in the old capital, in whose House of Burgesses Patrick Henry delivered his famous "If this be treason" speech, the four young orators repeated their winning talks.

Here is an excerpt from Kerron Johnson's talk:

"What is democracy, you ask? . . . It means that you have a right to trial by jury, or that you can travel wherever you will over this land and give no one any reason nor ask any permit. It means that you are free to work or pray or play without being so ordered by the state or by any individual. You can take a ride in the country or see a ball game. You can be an engineer or a ditch digger."

And here is an excerpt from Charles Kuralt's script:

"I give you democracy—not a word, not essentially a type of government. It is warm rain on Georgia, sun shining on Key West. It's wind blowing over a Texas prairie, snow-capped Massachusetts hills, the sound coming up from the streets of Manhattan, waves roaring in on California's coast—the names of Michigan and Maryland, of Virginia and Rhode Island and North Carolina. . . . Democracy is a way of life, a living thing, a human thing comprised of muscles and heart and soul."

Do More Than Your Share

. . . Marks of Maturity: 6

A HIGH SCHOOL graduate became errand boy for a firm we know of. Herb ran his errands promptly and cheerfully. Many persons in the firm were pleased when he was promoted.

Another teen-ager took over the job of errand boy. He was as capable as Herb but he worked grudgingly.

George was always afraid of being made a "sucker" by doing more than his share. He felt that the job wasn't really as good as he deserved. The result was that he lost the job.

What's the difference between Herb and George? Herb has learned to be **INDUSTRIOUS**. He doesn't think the world owes him a living or a "soft" job. He is grown-up enough to realize that the way to get the most out of life is to do the job at hand well—even if it seems unglamorous. And Herb knows that the way to be sure he's doing his share is to do *more than his share*.

Do you think your family is supporting you and that your community is providing your schooling because they *owe* this to you? If so, you have the wrong idea. They are giving you the "biggest break" they know of—the chance to get a good education. The "biggest break" you can give yourself is to make the most of the chance!

You're getting food, clothing, and countless goods and services now because other people *work*. To have a right to these things, you must work to produce goods or services in exchange. You're having "time out" now to develop your abilities so that later you can contribute as much as possible.

When you're *doing* something and *doing it well*, life is the most fun. Become a person who *likes to do things*—whether it's working math problems, writing book reports, fixing electric plugs, sewing, or mowing a lawn. If a job looks unglamorous at the moment, face the fact that *someone* must do it. Pitch in to do your share—and more.

We recently saw a cartoon of two neighbors shoveling snow from the walks in front of their houses. Between their two walks they left a thin wall of snow which each refused to shovel away because he thought it was the other's job. The two men sound pretty childish, don't they? When everyone on a job is afraid of doing more than his share there'll *always* be a part that never gets done. When you see a job that's well done, you can be sure that *somebody* did *more than his share*!

This week make sure *you* have an attitude of industriousness. "No rule for success will work—if you won't."



WHAT'S the pitch, Jim?" George Meyer demanded of his friend Jim Larimore. "Every time we ask you to go out with the gang, you're busy. Are you 'going steady' or cooking up a super-atomic bomb?"

Jim looked thoughtful. "Neither. June and graduation aren't so far away and I'm busy working on my job campaign!"

"Job campaign?" George gasped. "You take life too seriously, Jim. Landing a job's no problem—"

"Frankly," Jim said, fumbling for the right words, "I'm not exactly looking for a job. It's more an opportunity that I want—a chance to do the work I'm interested in and can do best. Also I'm looking for a place with a future for me, a career—"

"Tell me more, Professor," George mocked.

"I'm serious, George," Jim said, "and I think you should be, too. I'll bet you haven't even taken out a Social Security card yet. You'll need one, you know, when you start working. Your firm will want your Social Security number so you'll get credit toward your old age pension, etc."

"The place you work will take care of that," George replied.

"No," Jim corrected him. "You have to get your own card from the Social Security office in the Post Office building. Have you registered at our high school placement service?"

"Didn't know we had one," George said, munching a candy bar. "Mr. Frank did introduce me to a former student of his the other day—a chap by the name of Gaylord Gill. He's vice-president of some spice company."

"That may be a 'lead' for a job," Jim said enthusiastically. "Did you fill out a job-prospect card on it?"

"A what?" George looked puzzled.

"See," Jim explained, showing him a small pack of 3"x-5" cards. "I keep a card file for job prospects. I typed in the outline on each card—Name of



Halm in Saturday Review of Literature

"You advertised for an aggressive young man!"

Job Hunt

Employer, Address, Telephone, Person to see, His job, People who can help me make contact, Jobs to apply for, Other information, Date of interview, Person interviewed, Remarks, Chances of getting job.

"Just to show you how it works," Jim continued, "Let's take this blank card and fill it out on Mr. Gill. Say he's with the Flavorwell Spice Company—that would be the name of employer. Look up the address and phone number in the classified section of the telephone directory. Mr. Gill might be the person to see. (Ask Mr. Frank that.) Either Mr. Frank or Mr. Gill, now that you've met him, might help

you meet the man who does the hiring; so you'd write their names down on your card. *Jobs to apply for* might include secretarial work, driving a truck delivering spices, and working in the packaging and shipping department."

"Not so fast," George said. "I don't think I'd want to work for such a small outfit. Their wage scale is probably low—"

"George, you amaze me!" Jim said. "I thought *any* job was good enough for you. Now you're actually becoming particular. You're right, too—that is, about trying to know something about a place before you really want to work there. But the way to find out about the Flavorwell Spice Company is to ask at the local office of the Better Business Bureau or at the Chamber of Commerce's information desk. Or ask some of the teachers—Mr. Frank for instance. He'd know if the spice firm is a reliable firm, in good financial standing, etc."

"Is that what you mean by a job campaign?" George asked. "Are you making out job-prospect cards and investigating business firms?"

"That's part of my job campaign," Jim replied. "I want to become a buyer for some store, you know, and so I'm looking for stores where I can get a start—not just any store—one with a future. I'm already registered with the high school employment service,



Rus in Business Education World

"There it is—do I get the job?"



Business Education World

"High school graduate—age 17—hmm—marital status, old maid—h-m-m."



George Clark, News Syndicate Co., Inc.

"Every kid who applies wants to know how fast he'll be advanced before he has to go back to school next Fall!"

the local office of the State Employment Service, and Sterling's Employment Agency. By the way, that's what I'm doing after school—dropping over to the State Employment Service to see whether any jobs have turned up.

"Why don't you come along?" Jim invited. "The service is free—and there are vocational counselors to advise you. You have to register there anyhow if you ever apply for unemployment compensation. Besides, that blond receptionist is really something!"

"Okay. I'll come along just to look around," George grinned.

Irons in the Fire

Suppose that you were Jim and that you wanted to become a buyer. How would you go about planning your career in buying? Would you expect to become a buyer as soon as you finished school? Or would you look for bottom-of-the-ladder jobs (such as salesman) which lead to a buyer's job? You'd start at the bottom, of course.

Here's Jim's plan for realizing his ambition. It will work for you, too, whether you want to be a dress designer, an engineer, a store owner, or something else.

1. *Look for an opportunity to start at the bottom*—a job which will help you prepare for your chosen career. Jim now has an after-school job wrapping packages at the Quality Store. It gives him an opportunity to work with salesmen, customers, and goods. When he finishes school, he'll accept a job as stock boy or as a beginning salesman. He wants to be sure that this beginning job will teach him more about merchandise and will put him on

the road toward his goal—to become a buyer. He's being very careful to select a place to work that will offer him opportunity.

2. *Ask your friends to help you.* Jim's cousin, Ella Thomas, works at the Boston Store. She may be able to help Jim get a job there—if Jim wants one. Mrs. Freeborn, his teacher in retail selling, has contacts in half a dozen stores. These people are interested in Jim and may be able to make suggestions or to help him find the opportunity he's looking for. Jim keeps them informed about his progress in organizing his job campaign.

3. *Register with public and private employment agencies.* We have already discovered that Jim's registered with the high school agency, the State Employment Service, and Sterling, a private agency. He drops into these agencies occasionally so they'll know that he's interested in a job and still looking for one.

Private agencies charge a fee for their services. Sometimes this fee is equal to about a week's salary. Jim asked the Better Business Bureau if Sterling was an honest, reputable agency before he registered there.

4. *Make a thorough study of local firms which have the type of work which interests you.* Jim's filled out ten job-prospect cards so far—on ten stores. He's investigating each store. He visits the stores and talks to salespeople about their jobs, working conditions, wages, chances for the future, etc. He reads trade magazines in the public library in order to know more about salespeople and buyers. He reads the want-ad columns in both newspapers every day. He looks to see which stores frequently advertise for new sales help, how much they pay, etc.

5. *Decide which places would offer you the best opportunity.* Jim's inclined to think that the best opportunities for him are to be found at the Boston Store, Wurzburg's, or at Pinckney's. His next step will be to fill out an application for a job at each of these places and to request an interview. Then it will be up to Jim to sell himself to the company.

That's why Jim is preparing his job campaign carefully. He's making a *personal data guide sheet* which contains essential information about himself—personal facts, education, experience, school and social activities, hobbies, and references. The idea is to present a rounded picture of himself—to indicate his ability and personality.

He'll clip a personal data guide sheet to every letter that he writes in applying for a job. He also can leave it with an employer who invites him in for an interview.

Jim doesn't make ten copies of the

guide sheet and then use them in applying for different jobs—filling station, department store, drug store, etc. He knows that the guide sheet must be tailored to fit him and to show him to the best advantage for each *particular* job. He writes a new guide sheet for each job, using the same information about himself, but emphasizing the education and experience he's had which qualify him for the particular job he's applying for.

Here's Jim's personal data guide sheet:

I. PERSONAL STATISTICS

Name: James Larimore

Address: 204 Cherry Street

Phone: 4312

Age: 18

Date of birth: August 9, 1930

Birthplace: Cleo, New Hampshire

Height: 5' 8" Weight: 153 lbs.

II. EDUCATION

Name of grade school: Longfellow

No. of years attended: 8

Name of high school: Lincoln

No. of years attended: 4 (will graduate June, 1949)

III. WORK AND OTHER EXPERIENCE

A. The Quality Store, 303 Main St. Wrap packages after school, Saturdays. Two years; still have the job. Employer: Mr. Wayne E. Wrede. Take down orders for clothing alterations.

B. Rye Beach Pavilion, Rye Beach, N. H. Soda fountain clerk. Vacation job during the summer of 1947. Complete charge of soda fountain—waited on customers, washed dishes, ordered supplies. Employer: Mr. Rex Landis.

Can typewrite, operate adding machine; have a driver's license.

IV. CLUBS, HOBBIES, OTHER ACTIVITIES

A. Hi-Y club, 3 years. President of club, 1 year.

B. Business club, 2 years.

C. Sophomore class, vice-president.

D. Senior play, lead male role.

E. Service Squad, 1 year.

F. Sports: swimming, softball, tennis.

V. REFERENCES

A. Mrs. Addie Beatty (teacher) 404 River St., Folkstone, N. H. Phone 4-731.

B. Mr. Wayne E. Wrede (employer), The Quality Store, 303 Main St., Folkstone, N. H. Phone 5-733.

C. Mr. Harlan Hutchins (neighbor and businessman), 206 Cherry St., Folkstone, N. H. Phone 4-314.

Jim has asked each person on his reference list for permission to use his (or her) name. He has chosen a teacher (a minister is also a good choice) for a character reference; also one employer and a neighbor who knows Jim and his family.



Sale in Saturday Evening Post

"One gives you double your money back and the other cheerfully refunds it."

What's Your A. Q.?



Ned Hilton in Collier's

"These candy bars contain bran, powdered milk, dextrose, lecithin, and resinous glaze. Is that good for bears?"

WHAT'S your A. Q. — Advertising Quotient, that is? How well do you know and use the advertising in magazines and newspapers?

Let's take some parlor-game questions:

1. Mr. Peanut is the trademark of:

- (a) Peter Pan Peanut Butter
- (b) Planters Salted Peanuts

2. Greyhound is the trademark of America's largest:

- (a) Dog biscuit manufacturer
- (b) Intercity bus company

3. Kodak is the name of a:

- (a) Cough drop
- (b) Camera

"Easy as pie," you say. "Every (b) answer on that quiz is correct."

You're right! You know your advertisements and the products they advertise. The 64-dollar question is: *Do you know how to make advertising work for you?* Do you know how to use advertisements to give you the most of the best for your shopping dollar?

Now test yourself on this quiz.

1. You plan to go to a movie. The problem is *which* movie to see. How do you decide? You:

(a) Get the daily newspaper and read the ads to see what's playing at each of the local theatres.

(b) Hop into your jalopy and drive around to each movie theatre and look at the titles of the movies advertised on the marquees.

2. Your mother reminds you on Friday that you must save time on Saturday to do the family grocery shopping and that she wants you to make every penny count. You:

(a) Read the Friday newspaper ads of the grocery stores in your neighborhood to decide where you can shop most economically.

(b) Buy all your groceries at the

supermarket because you've heard it is more reasonable.

3. You want to buy the O. A. O. a birthday gift—something unusual that doesn't cost too much money. You:

(a) Check through the newspaper ads for gift suggestions and then go shopping.

(b) Go through the gift departments of several stores hoping to see a gift that's just right.

Simple again! Nothing to these A. Q. quizzes, is there? Every (a) answer is right. But the reason you were right or wrong is important.

Let's get down to cases.

1. *Read the movie ads to decide which movie's best for you.* That way you use headwork instead of "leg work" or gasoline!

2. *Read the grocery ads to stretch the family's grocery dollar.* First, make a list of what you want to buy; then study the advertisements. You find ads for the supermarket and for Reid's grocery. Milk is two quarts for 43¢ at the supermarket and 23¢ a quart at Reid's (the same kind of milk).

You make two shopping lists: one for the supermarket and the other for Reid's. Mark milk on your supermarket list because you'll save three cents on two quarts by buying it there. In the same manner you compare prices in the two ads for most of the things you want to buy. Of course, some of your needs won't be listed in the ads; but you'll soon learn from experience what stores and what brands of foods offer you the best buys.

By using the ads for comparative shopping you find you save about 75 cents on the Saturday grocery bill. That's the price of nine cans of grapefruit juice that your mother might store away in her "reserve cupboard."

3. *Read magazine and newspaper ads for gift suggestions.* Instead of pushing through the crowds in the downtown shopping area, hoping to spy "just the thing," you read the advertisements to find gift suggestions. Study them carefully; then make a list of three or four possibilities. List the prices and where you can buy the articles. Now you're ready for "leg work." Go directly to the departments of the stores carrying the goods. Look at the items for sale and make your decision. Your shopping is done in a fraction of the time it would have taken to mill through the crowds looking at all the gifts in two or three stores.

What's the Big Idea?

All advertising seeks to sell you something—a product, an idea, or industry. Advertisements which try to sell you a specific product are called *product* advertisements. (See Royal ad, for example, on page 2.) Those which give you information about an industry or encourage you to think about new ideas and developments are called *institutional* advertisements. (See Bell Telephone Company ad on page 28.) These play an important role in educating the public to advances in science and industry.

In *product* advertising you will find—or should find—some specific information about the product. Some ads may emphasize style or quality, others may emphasize economy of price. Whatever "solid information" you find can be used. If you're ad-wise, you'll use headwork to save yourself "leg work."

Dear Joe,

When you come home again, I'll invite you and Sid Lorando over to the house for a record session. If you don't agree with me that Frankie Laine is better than Mel Torme, I'll—well, I'll buy you a new record! Sid holds out for Vic Damone, so we should have quite a discussion.

That's one thing I like about Sid, his interest in a good argument. Ours are often exciting, but we never have one of those knock-down, drag-out word battles that ends with nothing but frayed nerves.

Yesterday at lunch, for instance, Sally Devore and Scoop Ludlow got into a boiling argument about (of all things!) the movie, *Apartment for Peggy*.

"Wasn't it simply marvelous?" commented Sally. "Everyone should see it!"

"It bored me stiff," Scoop said. "Maybe it's okay for girls with no brains."

They went on from there with one of those "taint" arguments, never trying to give reasons for liking or not liking the movie. They talked louder and louder until people at other tables were staring at us.

Scoop, it seems, thinks that Sally has poor taste—he pointed to her choice of frilly clothes as an example.

Sally said in reply (?) that Scoop had no appreciation for the "finer things" in life—that the radio program *The Lone Ranger* was his speed.

Neither listened to what the other was saying; both talked at once. Finally Sally exclaimed, "Oh,

you're an idiot!" and flounced out of the cafeteria. Scoop laughed harshly and said, "Just like a peacock—all feathers and no brains!"

See what I mean about silly arguments?

I think a course in *straight thinking and straight talking* would be a good thing for every high school student—and perhaps for Congressmen, too. Honestly when I read newspaper accounts of some of the arguments going on in Congress, I can't get head nor tails of what the argument is about. It seems to me that mostly they just call each other names!

Sid always calls me "to order" when I break one of our rules for friendly discussion. We've agreed to give reasons—facts and figures—to support our stand on any question. We try to avoid personal remarks (such as Scoop and Sally made) when we're discussing general subjects like movies, books, etc. Also, we try to see the other person's viewpoint and understand *why* he believes as he does.

Another nice thing about Sid is that he's quick to admit a mistake on his part—and just as quick to proclaim me winner when I've presented conclusive arguments for my side.

Thanks again for the birthday gift you sent last month. That perfume is really "Heaven Scent." I keep it under lock and key from borrowers.

Don't forget that record session at my house the next time you're in town. You'll go away a Frankie Laine fan—or else I'll lose an argument!

Sincerely yours,

Jane



Nothing But the Truth

WE ASKED a group of teen-agers a favorite question: "If you were marooned *alone* on a desert island, what one book would you wish you had along?"

Most of our teen-age friends thought along the usual lines. They tried to name a book in which the characters and glimpse of life are so varied, genuine, and memorable that the book would help make up for being stuck on an island away from people.

But one boy came up with a new answer. "If I were marooned on a desert island," he declared, "I'd want a book that would tell me how to escape from a desert island!"

He had a point. There are times when we want the facts about something more than the best "make-believe" story ever written.

Information, Please!

This boy wanted a book with some practical information on how to do something. None of us would like to get along without such books. If you have a hobby, you've already found books about it—such as books on how to perfect your game of tennis or baseball, how to use a camera expertly, how to build model airplanes, or how to play a guitar. Teen-age girls have tracked down such guides to "popularity and success" as *Teen-Age Manual* (by Edith Heal). And when you choose your career, you'll want books on *that* subject.

Face the truth: You don't want to grow up without reading a good number of books that tell facts about the world, whether they're about ancient Romans or explain the atom. One big—and important—corner of "non-fiction" books is set aside for these.

That's *one* corner. Non-fiction covers almost any topic in the world, so you can find non-fiction books that are amusing, fantastic, exciting, serious—or of any sort you want. The best fiction sticks close to life because, after all, that's what interests us most. Non-fiction tales have a special appeal just because the characters or things or events concerned *are* real.

The Leopard Was Real, Too

No one can "make up" a story about capturing a leopard, diving to raise a sunken submarine, building a cabin in the woods, or a foreigner's first impression of the U. S.—and have the story



Drawing of an Ohio River boatman from *Abe Lincoln Grows Up*

By James Daugherty

mean quite as much as the accounts of those who really did these things. You'll find the stories we mentioned in *The Man-Eating Leopard of Rudraprayag*, *On the Bottom, We Took to the Woods*, *Anything Can Happen*.

The reason we like to read these books is because the events *did* happen. The stories also hold our attention from a personal point of view; if these things actually happened to someone else, they might have happened to *me*!

The author of a *personal account* or an *autobiography* has a narrower field than a novelist. He must stick to his own feelings and experiences while the novelist can create any characters he likes. But because a personal experience such as *Wind, Sand, and Stars* sticks to what the author himself has felt or thought, it has an intimate quality for the reader. Novels written in the first person are often trying to catch this quality.

In a *biography*, like a novel, the author writes about other people than himself; but of course he's not free to let his imagination form his story. When you're reading it, a biography may seem so much like a novel that the only way you know the difference is the word "biography" on the title page. But the fact that these people lived and these things really happened may give a story a bigger punch.

Families Stories Are Fun

Some irrepressible books such as *Three to Make Ready* have made family stories popular today. They're part biography and part personal experience, and they may be as gay as this account from *Cheaper by the Dozen*:

Anne came home from school one afternoon and announced that she had been invited to her first dance. . . .

"That's just fine," Dad smiled. "Is he a nice boy?"

"Nice? Gee, I'll say. He's a cheerleader and he has a car."

"Two mighty fine recommendations," Dad said. . . . "Friday night, you say? . . . I can make it."

"You can make what?" Anne asked him suspiciously.

"I can make the dance," said Dad. "You didn't think for a minute I was going to let you go out by yourself, at night, with that—that cheerleader, did you?"

"Oh, Daddy," Anne moaned. "You wouldn't spoil everything . . . would you . . .?"

. . . On the night of Anne's first date, we stationed ourselves at strategic windows so we could watch Joe Scales arrive. . . . He tooted and re-tooted the horn.

"Come on in, Joe," Anne called.

"Okay, baby. Is your pop ready?"

Dad was peeking at the arrival from behind a curtain in his office. "If he 'pops' me, I'll pop him," Dad whispered to Mother. . . . "Come here and look at him. It's Joe College in the flesh. And he just about comes up to Anne's shoulder. . . . And look at that car. What's that written on the side? 'Jump in sardine, here's your tin!'"

. . . Dad sidled over to Mother. "The car won't start. . . . What shall I do?"

"You could go in his car."

"Do I look like a sardine looking for a tin to leap into . . .?"

Dad walked over to . . . Joe and Anne.

"I hope you won't mind," he said, "but I won't be able to go to the dance."

. . . "Come on, Cinderella," said Scales, "before the good fairy turns things into field mice and pumpkins."

Sometimes we read for entertainment. Sometimes for entertainment-plus. That plus is what we learn about people and things.

If you—were having dinner with a famous baseball coach or a White House correspondent, you'd want to know what he *thought* of various big league teams or of the President and events in Washington, D. C. There are many "idea" books you'd be interested in reading. G. I. cartoonist Bill Mauldin's reactions to coming home from the war in *Back Home* is one of the "best books" of last year for teen-agers. Carl Carmer's *For the Rights of Men* is another top-notch book that says something.

There are thousands of books you won't want to miss. So start now. As young Abe Lincoln says in Carl Sandburg's superb biography *Abraham Lincoln, the Prairie Years*, "The things I want to know are in books; my best friend is the man who'll git me a book I ain't read."

This is the seventh in a series of articles on "How to Choose Books." Next week: Why I Like This Book.

ELLA Mae Reich clipped the want ad from the *Evening Beacon* and read the ad again.

Young man or woman (18 to 21). Some typing, correspondence. Future. Small office. Give complete details. Box 176, 431 Bond Street.

"I'll write immediately for an interview," Ella Mae said to herself as she removed a sheet of lined theme paper from her English notebook.

Here's the "letter of application" (a personal sales letter) that Ella Mae wrote:

204 West Cherry Street
Alhambra, New Jersey
March 16, 1949

Box 176
431 Bond Street
Alhambra, New Jersey

Dear Box 176:

I would like to try out for your office job. I read your advertisement and believe that I can qualify for the work.

Sincerely yours,

Ella Mae Reich

Hold everything, Ella Mae! We're not the *Lone Ranger* but we're galloping to your rescue. We know you really want that interview and that job. Let's start over.

Here are some pointers to help you write a good letter of application:

1. *Establish a point of contact.* Try to attract favorable attention in your first sentence. You have two things to do: (a) Tell how you found out that there's a job opening; (b) apply for the job. Make a complete, exact statement. *In the March 16 Evening Beacon I read your advertisement for the position of . . . May I be considered an applicant for this position?*

Now proceed to "sell" yourself by writing a sales letter—arouse interest, create desire, and try to obtain action.

2. *Give your understanding of the position's requirements.* Start your next paragraph something like this: *I believe (or It is my understanding) that you want a young person to do general office work—typing, handling correspondence, and routine filing. (Write in whatever you believe the requirements are.)*

3. *Point out how your experience and education fit these requirements.* Mention that you majored in business subjects in high school—typing, shorthand, office practice, business English, etc. Also you've acted as secretary to the high school coach for one year. You might write: *I graduated from Alhambra High School on . . . I took . . .*

Starting with your most recent part-time job, describe briefly the duties



you've had in each summer and after-school job. If you already have a position, explain why you wish to change jobs.

4. *Give your personal qualifications.* Don't just say you're qualified for the work. Prove that you are by stating facts. You enjoy meeting people; you were secretary of the Business Club at school; you went out for dramatics, etc.

5. *Mention that you're enclosing your personal data guide sheet which includes references.* (For an outline of the guide sheet, see page 7.)

Don't be content to send a carbon copy of a general guide sheet that you've made in wholesale quantities to send out to anyone who might be interested. Write a new guide sheet aimed to interest the firm on Bond Street. You wouldn't stand a chance if you sent the same guide sheet you made for a sales job to the Bond Street office where they're looking for a stenographer.

6. *Suggest action.* Ask if you may have an interview. Give your complete address and your phone number, if you have one.

Exhibit "A"

Remember that your letter is Exhibit "A." It represents you in your campaign to get a job. Use good grade white stationery (8½ by 11 inches) with a matching envelope. And be sure that the rough draft of your letter is "Letter Perfect" before you type it for mailing. Either *Dear Sir* or *Gentlemen* is the right salutation to use when you don't have a name (not *Dear Box 176*).

Check the spelling of every word you're not sure of, also your usage, grammar, punctuation, and sentence



Harry Lampert In Saturday Review of Literature
"Did you advertise for a new Receipt, typ., knowl. steno., swbd., 5½ days?"

structure. Use black or dark blue ink if you're not typing your letter and take special pains to write in a business-like, legible penmanship.

Here is an improved version of Ella Mae's letter of application. Which paragraph attempts to arouse the employer's interest in considering Ella Mae for a job? Which one is written to create desire—to make the employer want to interview Ella Mae and to consider her for the job? Which paragraph tries to obtain action—to get the employer to set a time for an interview?

204 West Cherry Street
Alhambra, New Jersey
March 16, 1949

Box 176
431 Bond Street
Alhambra, New Jersey

Dear Sir:

In the March 16 *Evening Beacon* I read your advertisement for a general office worker.

May I be considered as an applicant for this position?

It is my understanding that you want a young person to do such office work as typing, handling correspondence, and routine filing.

I graduated from Alhambra High School on January 31, 1949 as a major in business subjects—typing, shorthand, office practice, business English, business machines, etc. In my senior year, I was in charge of the office work of the school's athletic department.

For a year now I have had a Saturday job working in the office of Duke's department store where I type reports, bulletin-board announcements, and occasionally business letters. In 1947 I had a summer job working in the office of Camp Kilarney. The camp director, Miss Eunice Dayton, dictated reports to me on the development of each camper and I typed the reports into individual case histories.

I enjoy meeting and working with people. In school I was active in the Dramatics Club and in the Business Club, serving as secretary of the Business Club during my senior year.

I am enclosing a personal data guide sheet with more detailed information about my education, experience, and personal qualifications. It also includes references.

I shall be happy to report at your convenience for an interview. My telephone number is 3304.

Sincerely yours,

Ella Mae Reich

Learn to Think... STRAIGHT

WE OVERHEARD Jim, a high school student, trying to persuade his father to play on a father-and-son baseball team. During his "sales talk" Jim remarked that Jack Stuart's father was going to play on the team.

Jim hoped that his dad would be influenced by the fact that someone he liked was going to be on the team, as well as by Jim's other arguments.

Jim's remarks about Jack's father may or may not have influenced his dad; but he was using an old tactic. Salesmen and propagandists know that we're often influenced by what other people *do* or *like* or *think*. A common method of "selling" an idea is to tell about someone else who is "for" it.

Often it's wise for us to take the advice of others. We depend on doctors, lawyers, teachers, parents, newspapermen and others for advice and information about many things. But when we let ourselves be influenced by another person, we should make sure that we have a good reason for doing so.

Suppose you had saved enough money to buy a tennis racket. Check the person (*below*) whose advice would influence you most:

- 1. Your older brother who doesn't play tennis.
- 2. A girl who likes the looks of a certain racket.
- 3. Your math teacher.
- 4. Your family doctor.
- 5. A friend who has just been given a new racket by his uncle.
- 6. A tennis coach.

From the information on this list, it looks as if the tennis coach is the only person who probably knows more about tennis rackets than you do. That's a good reason for taking his advice.

Your math teacher and your family doctor are also authorities—but in mathematics and health, not necessarily in tennis. Your friend who was just given a racket may not know much about choosing one.

Getting the coach's advice doesn't mean that you don't think for yourself. The coach may favor a tennis racket that costs more than you wish to spend; but you can get some facts about tennis rackets by talking to him. Once you learn the facts from him, you can think for yourself.

To keep from being "taken in" by everyone who is trying to sell something, you must learn to tell whether or not opinions and information come from an authority who knows the facts of the subject. That means asking questions. For instance, "Who is he?"

That's the first question. A clever salesman or propagandist often tries to give the impression that an authoritative person is behind a remark when the remark is mere rumor. You may read in an ad or a newspaper story, or hear on the radio, advice or opinions from an "eminent businessman" or a "reliable authority" or "an inside source." These phrases sound impressive, but they may only cover up the fact that the statement is merely rumor. When someone has an opinion that he's willing to defend, or has facts to tell that he can prove, he's usually willing to give his name.

Do you know the story of the little boy who asked the wise man what held the world up?

"A strong man," the wise man answered and expected the boy to be satisfied.

The boy thought a moment and asked, "And what holds the strong man up?"

"An elephant," the wise man said. "And what does the elephant stand on?" the boy wanted to know.

"A turtle," the wise man answered. But the boy continued, "And what does the turtle stand on?"

"Probably on nothing at all." The wise man gave up and admitted that he'd named the man and the elephant and the turtle to cover the fact that he didn't know.

Before you accept advice or opinions from others, ask questions as the little

boy in the story did. If the advice is based on "nothing at all," you should know it. If you can't find out where the advice came from, don't "take it."

Once you pin down the source, then you come to the next questions: (1) "Is he an authority?" (2) "Is there a reason for my being influenced by him?"

Should You Do It, Too?

No doubt you've seen advertisements similar to this:

Beside a drawing of a jar of Humming Bird Face Cream is a picture of a movie star such as Lana Turner. Near the picture of Lana Turner is her recommendation of Humming Bird Face Cream.

This is called selling by *testimonial*. The person pictured is *testifying* (or giving a *testimonial*) that he or she likes the product.

The question is: Is the fact that this person likes the product a reason for you to like it?

Lana Turner may or may not know a great deal about skin care. It is likely that she knows something about the care of *her* skin, anyhow. If the testimonial gives *reasons* why she recommends the product and if those reasons *make sense*, then you might have cause to investigate the product. But if the ad indicates only that a movie star *uses* the product, then you need much more information before you accept the movie star as an authority.

You need to know the answers to such questions as these: (1) How long has she been using the product; has she given it a fair trial? (2) Is my skin of the same texture—normal, oily, or dry—as hers? (3) Does she believe that Humming Bird has anything to do with her beauty?

Without such information, you may make the mistake of thinking like this:

Lana Turner must be beautiful because of Humming Bird Face Cream; if I use it, I may be as beautiful as Lana Turner.

You certainly recognize this as illogical thinking. Don't let such false reasoning influence you to do anything.

Advertisements aren't the only places where *testimonials* of other persons are used to persuade you to do something. During a political campaign you may see pictures of candidates shaking hands with famous actors or musicians and the like. Your favorite actor, however, isn't usually a person who should influence your vote for a candidate for political office.

Before you let what other people *do* or *think* or *like* influence you, ask yourself the questions: (1) Who is he or she? (2) Is he or she an authority on this subject? (3) Is there a good reason for being influenced by this person?



Jay Alan in New York Star
"My son wants one of those shirts that helped the boy in the ad get a date."



Test Your READING SKILL

"THE CATALOGUES," by George Milburn (p. 19) gives you "the feel" of life in the small town of Katy, Conchartee County. Milburn's snatches of exact description and the conversation of his characters help the readers to understand the people of Katy and how they think.

A. How carefully did you read Editor Ledbetter's plan for getting rid of the mail-order catalogues? How well did his plan work? Using the numbers 1 to 6 place the following events in the order in which they happened, according to the story.

—The editor published two pages of advertising to get local people to trade each of their catalogues for \$1 in merchandise.

—The editor asked the Lions—the local businessmen and others—to join him in a plan to stop local people from buying from a mail-order house.

—People bought post cards and wrote for catalogues.

—The editor wrote a "buy-at-home" editorial.

—The merchants gave \$1 in merchandise for each catalogue.

—The town held a Home Town Industry Jubilee and burned the catalogues.

B. Here are some questions for discussion. "Yes" and "no" answers are not good enough. Explain your reasons for each answer you give.

1. Why did Editor Ledbetter urge Katy's businessmen to collect and burn the mail-order catalogues? Did he actually believe that everyone should buy their goods from local merchants? Was it a clever plan to sell two pages of advertising and to make the local merchants feel that he had their interests at heart?

2. Why did the local people want the mail-order catalogues? To look at the pictures? To guide them in placing orders with the mail-order house? If the latter is the real reason, why did these people buy from the mail-order house? Why didn't they buy the same goods from the local merchants?

3. In the end who really lost as a result of Editor Ledbetter's plan? Was it the mail-order house? The local merchants? The local people? Editor Ledbetter?

4. Do you think that the plot of this

story—especially the "buy-at-home" part of it—is something the author just "dreamed up"? Or do you think that people in some small towns might really do something like it?

C. You've read the editorial, "Do MORE Than Your Share" (p. 5). How much did it make you think? Test yourself on the following problem situations.

1. Have you ever seen one of those "hill-billy" cartoons where the people are lying around taking it easy and the cabin is about ready to fall to pieces? Here's what one hill-billy said to another in one such situation: "If we'd gone fishing instead of planting these potatoes, we could have gone fishing instead of digging them."

What is the probable result of such an attitude? Could you be happy with such an attitude? Why? Or why not?

2. Here's another problem:

The junior class is getting ready to put on the class play.

"Mary, will you make a list of all the stage property we'll need?" Ted Randolph, the stage manager, asks Mary Johnson.

"Creeps!" exclaims Mary. "Why don't you ask somebody else? I'm doing all the work now."

Under what circumstances would Mary be justified in making such a statement? Are most people justified when they have this attitude? What harm does it do a person to feel this way when he is asked to do something?

Answers in Teacher Edition



TIPS ON READING

IF YOU met someone on the street who tipped his hat and grinned, "Large mornin' to you," you'd know he was probably from somewhere near Maine.

You spotted the part of the country he comes from by his speech.

Suppose an Englishman heard you say, "Bill has a lot on the ball, but he got caught off first base that time." He'd know you were an American and probably interested in popular sports. But he'd think you were describing a ball game; it wouldn't occur to him that you were just talking about a friend who's had bad luck.

These expressions are **idioms**. They are unusual combinations of words

which are typical of a certain group or class of people. The Englishman wouldn't understand you because in such idioms as "on the ball" the meaning of the phrase can't be found by reading the separate words. We usually think of idioms as expressions that live longer than most slang or teen-age jargon.

We can tell a great deal about a person's background from the idioms in his speech:

1. As in the examples above, we can tell the *nation* or *part of a country* he comes from.

2. In the story *The Catalogues* (page 19), expressions such as "head for town" and "better than a ton, I reckon," and "aren't going to take it laying down," help identify the *economic and social status* of the speakers.

3. If a newspaper editor talks about "press runs" and "printing the rag," as in this story, his *occupation* will quickly be guessed.

Interests or hobbies, religion, and various other things can be told by the idioms a person uses.

Anything that's as much a part of

language as idioms is sure to be a part of writing, too. Sometimes an author naturally uses idioms connected with his own background.

Some authors use few idioms and stick to universally accepted language. This is particularly true of those who are writing about ideas rather than people. But the editorial in the story *The Catalogues* uses many idioms as a way to appeal to its readers.

In painting character many authors—and particularly modern authors—use idioms freely. They feel that idioms catch a flavor and color of a personality that can't be described in any other way. In *The Catalogues* both the author's style and the language of his characters is informal. Expressions such as "Give me a hand," "Are you with me?" "Hold it!" and "Kill the engine," give the story the flavor of a small town.

An author must use idioms as carefully as one uses spice in food, however. Too many idioms may limit the audience that is interested in the story or date the story. Discuss the use of idioms in *The Catalogues*.



By Ann White

Big Deal!

SO YOU want to reduce! You're tired of having the kids around school call you "Fatso." You're tired of those corny jokes about your hefty figure. You want to have a slim, graceful figure if you are a girl, or a solid, husky build if you are a boy.

Well, here's good news for all of you. As long as you're in good health, a little attention to your choice of foods can help you get rid of those unlovely pounds.

The secret is not in a magic pill that melts pounds off, but in understanding how the foods you eat affect your body.

Weighing a few pounds more than the average for your age, height, and body build is nothing to be concerned about. Growth makes demands upon your body, and a little extra weight may be useful in cases of unexpected illness or other emergencies. Unless you keep on adding to it, that surplus weight usually disappears by the time you pass through adolescence.

When you are really overweight, you don't need scales or weight charts to tell you so. You can see it in the extra fat around your stomach, waist, and hips.

Of course, there may be other factors involved in your weight problem apart from food. Sometimes overweight may be due to certain physical or emotional disturbances. That is why it is always wise to have your doctor give you a complete checkup regularly.

However, the most common reason for overweight is simply overeating. Overeating doesn't necessarily mean eating a large quantity of food. It means eating too large a quantity of foods that turn into fat easily. A pound of tomatoes, for example, weighs 32 times as much as a pat of butter, yet the tomatoes have far less fattening power than the butter. You can make the same comparison with hundreds of foods.

Here is an all-over plan which will help you lose weight, yet keep you con-

tented and healthy, without the hollow feeling or irritability usually associated with so-called reducing diets.

First, forget about "dieting." The very word is discouraging and makes you feel apart from everyone else. All you need do is make a few adjustments in your meals to suit your own special requirements.

Second, eat three full meals a day, not hit-or-miss snacks that keep you hungry and deprive you of essential nourishment. A sensible reducing plan should keep you in top form. You lose weight by *eating wisely*, not depriving yourself of food.

Third, don't tie yourself down to any long-term reducing periods. Make up your mind that you will eat to reduce *today*—and do it! You will be much more successful than if you give yourself a four-week deadline to lose weight and then worry all that time about sticking to your good resolutions. The food you eat *today* is what counts. Let the future take care of itself.

Not Starved, Not Stuffed

So far as calories are concerned, you need only remember this: You get the most fat-making calories from two groups of foods—fats and carbohydrates. Fatty foods include butter, margarine, cream, fatty meats and fish, fried and other foods prepared with fat. Carbohydrate foods include cakes, pastries, pies, candies, syrups, macaroni and spaghetti dishes, and other sweet and starchy foods.

Every meal you eat should be well-balanced. This means it must supply some of all the food factors you need for good health and growth—protein, carbohydrates, fats, vitamins, and minerals. While reducing you eat *less* fats and carbohydrates and satisfy your appetite with foods that have fewer calories.

A simple guide for reducing meals is: Eat generous servings of a protein (meat, fish, or egg sandwich-filling); vegetables (or both), and milk. Cut down by half or more the amount of sweet and starchy foods you have been eating and be sparing in the quantity of fats you consume.

Will this leave you hungry? Not at all. Here is a typical day's eating

which shows you how to plan reducing meals.

Breakfast. Half grapefruit or whole orange; average serving of cold or cooked cereal with milk; *or* poached egg on toast with 1 slice very crisp bacon; milk.

Lunch. Cottage cheese sandwich (or meat, fish, or egg sandwich-filling); tomato, raw carrot or celery stalks; apple or other fresh fruit; 2 vanilla wafers; milk.

After-school. Apple or other fresh fruit; tomato juice, orange juice, lemonade, or limeade.

Dinner. Hot consommé or vegetable soup; broiled chopped beef; spinach; diced carrots; cucumber and tomato salad; 1 slice bread thinly spread; fruit gelatin; milk.

Before bedtime. Apple or other fresh fruit; milk.

In addition to eating low-calorie foods, you can help normalize your weight with exercise in the open air. Exercise burns up some of those extra calories stored as fat. It also strengthens your muscles and tones up your whole system. Spend some time after school outdoors, walking, biking, skating, or playing ball.

Don't make the mistake of thinking that because you have been exercising, you can indulge yourself in an orgy of food. It takes an hour and a half of hard skating to use up the calories supplied by a single malted milk shake!





PRACTICE MAKES PERFECT



Vol. 6, No. 7, March 16, 1949

Name _____

Class _____

Watch Your Language!

Now that you're all so smart, tell us what these are:

To the movies.

To come home.

Sitting on the fence.

Would you say they were sentences? You know better than that. **They're not**—because:

1. They have no *subjects*.
2. They have no *predicates*.
3. They *don't make sense* as they stand.

How about dependent clauses? Shame on you for asking! They're not clauses either because:

1. They have no *subjects*.
2. They have no *predicates*.
3. They aren't introduced by *conjunctions* or *relative pronouns*.

So now we know that these constructions aren't (1) sentences or (2) clauses, and that they don't make sense. Give up? They're *phrases*—very useful groups of words in a sentence—but *not* sentences.

There are *three* kinds of phrases: *prepositional*, *infinitive*, and *participial*.

The Prepositional Phrase

This one is very simple to spot. It is introduced by words like *in*, *into*, *above*, etc. These are called prepositions. Here's a list of the most common prepositions:

above	after	among
at	before	below
beside	between	but (meaning <i>except</i>)
by	except	for
from	in	into
near	of	off
on	over	through
to	toward	under
upon	with	without

So whenever you see one of these, be on the lookout for a prepositional phrase.

The prepositional phrase consists of the *preposition* and its *object* (a noun or a pronoun). Here's how it works:

Preposition	Object	Prepositional Phrase
after	+ the storm	= after the storm
into	+ the lake	= into the lake
without	+ a hat	= without a hat
before	+ me	= before me

(Continued on page 16, column 1)

Are You Spellbound?

Feet hurt? Winded? Ready to lie down and take it easy for awhile? Well, don't. "There's more demons in them thar hills!" (Ouch, our grammar!) We're going out after them. No time to rest now. Next week we'll relax a bit. Here's what we'll be hunting today.

1. *Pneumonia*. This, my dear friends, is a disease—a very dangerous one. It's a whopper of a spelling demon, too, as you can see. But it's a very common word and you'll be wanting to use it on many occasions; so you'd better learn to spell it correctly. That *p* isn't sounded. That's where the trouble begins. Watch it! If you want to make triply sure of the spelling, just pronounce the *p*—but to yourself only. For Pete's sake—and yours, don't confuse this word with that stuff your mother uses to wash floors—that evil-smelling liquid *ammonia*! You can walk around with *ammonia*. You won't be very popular—but you can get around. With *pneumonia*, you stay in bed if you know what's good for you.

2. *Stationery*. Aha! Recognize this one—or are you confusing him with his second cousin? A good gadget for *stationery* is to remember that you can buy letters in a stationery store. Get it? Letter (er)—stationery (er).

3. *Stationary*. This is the cousin we just mentioned. He's almost an identical twin—except for one letter—*a*. Mark it well, hunters of demons! When something is *stationary*, it doesn't move.

4. *Grammar*. This shouldn't scare you at all. You're familiar with the subject, of course. Now how about the spelling? There's no *e* in this word. If that doesn't help you much, try pronouncing the word to rhyme with "grandma" and call it "gram-mar"—but don't let anybody hear you!

5. *Tragedy*. The key to this word is the correct pronunciation. Just separate it into its various syllables and you'll see: *tra ge dy*. Say it about ten times and keep looking at it, too. Don't get those last two syllables switched around. That's what careless spellers are constantly doing.

6. *Prejudiced*. Follow the same rule here as for *tragedy*. Take the word apart: *pre ju diced*. (That last syllable has nothing to do with gambling. It's pronounced something like this: *dist*.) Say the word slowly a few times—and look hard at each syllable. Close your eyes now and try to see the whole word in your mind's eye: *prejudiced*.

7. *Really*. This is the old arithmetic story again. Take *real* + *ly* and you have *really*. Just like rolling off the proverbial log—except that now you're on it.

8. *Recommend*. This is one of those words that appeals to "spellbounders" who like to experiment with our lan-

(Continued on page 16, column 2)

(Continued from page 15, column 1)

The Infinitive Phrase

This isn't too difficult to spot either. First let's see what the *infinitive* is. The *infinitive* consists of two parts: the preposition *to* + the verb:

Preposition	+	Verb	=	Infinitive
to	+	go	=	to go
to	+	run	=	to run

The *infinitive phrase* consists of the infinitive and its *modifiers*:

Infinitive	+	Modifiers	=	Infinitive Phrase
to stoke	+	the furnace	=	to stoke the furnace
to come	+	home	=	to come home

The Participial Phrase

You'll have to pay close attention now. The *participle* is formed by adding *ing*, *d*, *ed*, *en*, *n*, or *t* to the main stem of the verb like this: singing, started, broken, etc.

The *participial phrase* consists of the *participle* and its *modifiers*:

Participle	+	Modifiers	=	Participial Phrase
sleeping	+	in my bed	=	sleeping in my bed
stopped	+	in his tracks	=	stopped in his tracks

Now if you understand phrases, you won't be writing such things as:

1. *Hoping you are well.* You'll know that it's a *participial phrase* (see that *hoping*?) and it just can't be used as a sentence.

2. *To be at home.* You'll spot this immediately as an *infinitive phrase*—never to be used instead of a sentence.

3. *Into the room.* You'll say to this, "Uh-uh! You're a prepositional phrase. Go back where you belong!"

Mark each of the following, using these abbreviations: C (for *Complete sentence*); I. Pa. (*Incomplete-Participial phrase*); I. Pr. (*Incomplete-Prepositional phrase*); I. Inf. (*Incomplete-Infinitive phrase*). Four points for each. Total, 40.

- ____ 1. To be a good sport.
- ____ 2. On a Sunday afternoon.
- ____ 3. Cruising down the river.
- ____ 4. To understand grammar isn't easy.
- ____ 5. Being a hero to your girl friend is difficult.
- ____ 6. Sitting there by the fireplace.
- ____ 7. In the merry month of May.
- ____ 8. To hit a home run.
- ____ 9. Running for all he was worth, Roger made it.
- ____ 10. Don't bury me on this prairie!

My score _____

(Continued from page 15, column 2)

guage. They can't let well enough alone. *Originality* is their watchword. There are at least five *original* spellings for this word. Not one of them is acceptable—yet. You stick to the one we've set down here—and keep your eye on those two *m*'s in the middle of the word.

9. *Surprise*. If you ever misspell this one, we're taking all our gold medals back! Yes, sir! You say *sur* (accent the *r*) *prise* and you can get back in the game.

10. *Secretary*. A good *secretary* can keep a *secret*. That's the *secret* of spelling this word correctly, too.

Read each of the following sentences carefully. If there are no misspelled words, mark the sentence C. Underline any misspelled word and correct it in the space following the sentence. Three points for each sentence. Total, 30.

- ____ 1. If you don't take care of your cold, it may develop into ammonia. _____
- ____ 2. Go to the stationary store and get me some writing paper _____
- ____ 3. Grammer is much easier than you think. _____
- ____ 4. He remained stationery for about five minutes. _____
- ____ 5. The tradegy, *Hamlet*, was written by Shakespeare. _____
- ____ 6. Intelligent people aren't predujiced. _____
- ____ 7. Do you realy want to go? _____
- ____ 8. I reccommend this picture for high school students. _____
- ____ 9. Who was at the suprise party? _____
- ____ 10. It takes long training to become an efficient sec-etary _____

My score _____

Are We Spellbound???

Dear Editor:

The senior business English class at San Diego High School suggests that the editor of "Are You Spellbound?" be appointed a proofreader of *Practical English*.

In the February 2 issue, p. 16 ("Are You Spellbound?" column) appeared the correct spelling of *awkward*.

On page 28 of the same issue this sentence appeared: "... Callie could feel *awkardness* stiffening her whole body, making her smile rigid."

Students, San Diego (Calif.) H.S.

That sentence about Callie exactly expresses our feeling at the moment! We, too, feel AWK ward and our smile is RI gid! Our apologies to all!—The Editors.

Correctly Speaking

Are you ready for a few tongue-twisters? Here are some more of those words that you frequently see but probably don't know how to pronounce.

From now on, you'll be sure of what you're saying—and you'll increase your *speaking* vocabulary, too!

1. *Atoll*. This is a coral island. You've read, of course, about Bikini Atoll where one of the atomic bomb tests was carried out by the United States Navy.

The preferred pronunciation is AT ol to rhyme with "AT moll," accent on first syllable.

2. *Autopsy*. An autopsy is the "inspection or partial dissection" of a dead body to discover the cause of death. It's pronounced like this: AW topsy, accent on the AW!

3. *Bequeath*. The *th* has the same sound as in *the*: bih KWEETH. Rhyme the *queath* with *breathe* and you'll have it.

4. *Bona fide*. The *fide* is broken up into *two* syllables: FIE dee, to rhyme with "fly-me." BO na FIE dee.

5. *Bosom*. The preferred pronunciation is BU zum—the *u* in BU like the *u* in *full*.

6. *Bouquet*. Your best bet on this one is boo KAY—and for heaven's sake, not bo KWET. Webster's says that bo KAY is okay, but the preferred pronunciation boo KAY.

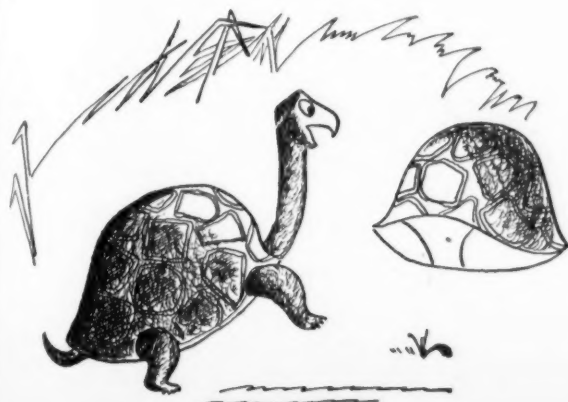
7. *Banquet*. No, sir, it's not ban KAY or anything like it. It's just BANG kwet: "Have you seen *Hank yet* at the BANG kwet?" Maybe you'd like to know that this word comes from an Italian word, *banco*, meaning bench. In the good old days, that's where you had a banquet served up to you—as you sat at a long *banco* with other guests.

8. *Bravo*. This is the Italian equivalent for our "Hurray" or "Yea," "Good job," "Well-done," "Excellent!" It also means a *desperado* or hired assassin, a kind of trigger man. But let's not talk about that just now. When you want to say *bravo*, say BRAH voh.

9. *Bronchial*. When you have *bronchitis*, you have what the doctors call a *bronchial* ailment. You pronounce it: BRON key al.

Bronchitis, you say this way: bron KIE (rhyme with *pie*) tiss.

(Continued on page 18, column 1)



"Come outside and say that!"



HOW'S THAT AGAIN?

By SLIM SYNTAX

Could you please tell me if the past tense for *broadcast* (radio) is *broadcasted*?

Ann Gesualdi, Johnston, R. I.

Either one is correct: *broadcast* or *broadcasted*.

• • •

Is it correct to use such a phrase as: *What with the weather being so mild*, there can be no skating and skiing. . . . A phrase similar to this appeared in the January 19 issue of *Practical English*. It was used in explaining the front cover.

Jeanne Farley, Fairview, Mass.

Here is the sentence you're referring to, Jeanne: "What with semester tests or exams staring you in the face, we decided that our cover photo for this issue should be as gay as possible—and what's gayer than a group of bob-sledders?"

It's perfectly good, acceptable English. Slim gives it a clean bill of health.

• • •

Can *feel* be used as a noun?

A. C., Murfreesboro, Tenn.

Yes, it can, although you see it most often as verb. Here are two examples of *feel* used as a noun:

This fur is rough to the *feel*.

The mixture has a very smooth *feel*.

• • •

What is the meaning of *finagle*?

V. R., Portland, Ore.

Finagle means to get what you want by sly, irregular, deceitful, unfair, underhanded methods. When you want a few extra dimes or so and you hand your father a hard-luck, cock-and-bull story about a set of books you have to get for school, you are guilty of *finagling*. You are a *finagler*, a sharp, shady character!

• • •

What is the difference between *fiance* and *fiancee*?

S. T., Los Angeles, Calif.

A *fiance* and a *fiancee* are engaged to be married. They are betrothed to each other. The *fiance* is the man. The *fiancee* is the woman.

• • •

Where does this saying come from:

"Hope springs eternal in the human breast."

C. B., Brooklyn, N. Y.

This quotation is from Alexander Pope's *Essay on Man*. Many people use it without realizing its source. This is true of many other phrases and sayings that have become a part of our daily speech and writing. For instance: "All the world's a stage" and "Take the cash and let the credit go." The first one is by Shakespeare and the second by Omar Khayyam.

(Continued from page 17, column 1)

Know why it's called *bronchitis*? Because it's an inflammation of the *bronchus*! That's the truth!

10. *Brooch*. If you girls are lucky, some day your Prince Charming will buy you a diamond *brooch*. But if he's been reading *Practical English* regularly, he'll call it a *broach*!

11. *Cafeteria*. This is a fairly easy one. There's no ca FAY in it, however. It's pronounced caf eh TEER ee uh.

12. *Canine*. This means dog-like. We talk about our canine friends (dogs) and canine teeth (those sharp ones in the front of the mouth). Pronounce it CAY nine.

13. *Cantaloupe*. Our British cousins prefer CAN ta loop, but most educated Americans say CAN ta lope.

14. *Caprice*. There's no ice in this word when you pronounce it. Say ca PREECE (to rhyme with *police*).

15. *Caravan*. The accent here (surprise!) is on the first syllable: CA (as in *cat*) ra van.

16. *Cello*. This is the stringed instrument you've often seen and wondered how to pronounce. Pronounce it CHEL o, like a German trying to say *jello*.

17. *Chamois*. Don't try to pronounce this in its original French form. Pronounce it SHAM my.

18. *Chassis*. This is another French word, but here you can come close to the French pronunciation. Pronounce it SHAS sy (to rhyme with *Lassie*).

19. *Chiropodist*. This one may surprise you. It's pronounced: ki (rhyme with *pie*) ROP o dist. If you don't like the accepted pronunciation, you can say "corn-cutter"—but that will make the ki ROP o dist very angry.

20. *Cocaine*. When the dentist sticks that needle into your gums before he pulls a tooth, he's probably giving you a shot of something that has *cocaine* in it. Don't say "Ouch!" say: ko KANE.

Now see if your pronunciator is in good working order on these words. Some of them are taken from today's column; others from our March 2 column. You should know how to pronounce them all correctly.

The word is in Column 1. Columns A and B contain two different pronunciations of the word. Only *one* is correct. Underline the correct pronunciation. Three points for each. Total, 30.

Word	Column A	Column B
1. architect	AR ki tect	AR chi tect
2. archives	AR chives	AR kives
3. archipelago	ar ki PEL a go	ar chi PEL a go
4. atoll	A toll	AT ol
5. autopsy	aw TOP sy	AW top sy
6. anemia	a NEE mia	a ni MEE a
7. agile	ay GILE	A jill
8. bouquet	boo KAY	boo KWET
9. banquet	ban KAY	BANG kwet
10. adieu	ad YOO	a DOO

My score _____

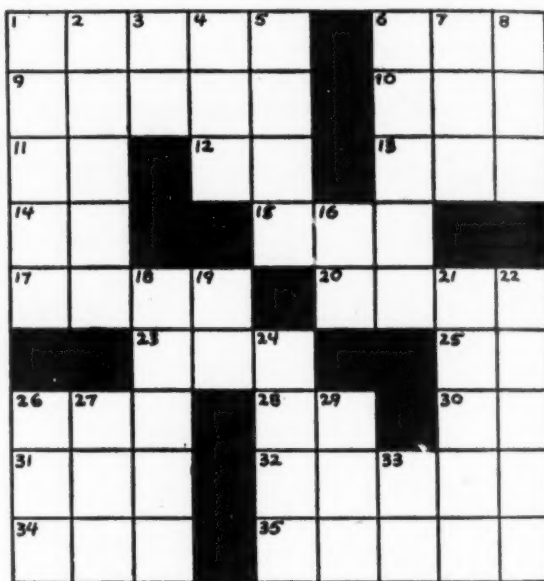
My total score _____

Answers in Teacher Edition

Speaking of Books

If you've been reading our series on "How to Choose Books" and our book review columns, you'll know most of the eleven book titles in this puzzle "right off the bat!"

There are 38 words in the puzzle. Counting 3 points for each, see if you can roll up a perfect score of 114! The answers are in the Teacher Edition this week. In next week's issue they'll appear on this page.



ACROSS

1. "____ Ivory," a good adventure story.
6. This book, by David Lilienthal, has as subtitle: *Democracy on the March*.
9. A fabric that looks like silk.
10. "Here Is Your _____," by Ernie Pyle.
11. Initials of the successor to League of Nations.
12. "To _____ or not to be."
13. Writing fluid.
14. Cubic centimeter (abbrev.).
15. Editors (abbrev.).
17. Slippery fish.
20. Source of great energy.
23. A long period of time.
25. In math, 3.1416.
26. American Medical Association (abbrev.).
28. Each (abbrev.).
30. 14th letter of alphabet.
31. "Anything _____ Happen," book by Mr. and Mrs. Papashvily.
32. "Woman with a _____," novel by Anna Carroll.
34. Ensign (abbrev.).
35. "For _____ and Freedom," a novel about the Alamo.

DOWN

1. "Robert _____, King of Scots," by Nina Brown Baker.
2. "Joan, Free _____ Writer," recommended for would-be writers.
3. Forever.
4. Corn on the _____.
5. Important joint of the body.
6. "Oliver _____," Dickens' famous novel.
7. Those who lead are in the _____.
8. Noah's _____.
16. The District Attorney is often referred to as this.
18. Inclines.
19. In this way.
21. "_____ Ballerina," written for girls by a ballerina.
22. Pays attention to.
24. Bird dwelling.
26. Star player.
27. "Jungle _____," true story of African explorer Pretorius.
29. Solemn fear.
33. Beast of burden.

My score _____

It was a good idea—while it lasted

By George Milburn

THE catalogues came in one August afternoon on the 5:45. The 5:45 stayed at the depot twelve minutes, eleven minutes longer than usual. The postal clerk had all the mail bags racked up in front of the mail-coach door, but it took eleven minutes to load the catalogues on Fivefinger Earp's truck.

Although Postmaster Shannon knew that the Fall-and-Winter catalogues were to be expected any day, and the R.F.D. carriers knew that there was no getting round the catalogue delivery, and all the postoffice patrons were waiting eagerly for their new catalogues, it was surprising and exciting to have the catalogues come. The Christmas rush was nothing to compare with it. That year the Sears, Roebuck and the Montgomery Ward catalogues all came in on the same mail. That was extraordinary.

When the mail clerk heaved the last squared bag out onto the great gray stack in Fivefinger Earp's truck, the grumpy little conductor stopped chewing his white mustache, snapped his watch lid to, and threw up his gold-braided arm to give the highball. The three-coach train began moving out at once. The railway postal clerk tossed out two thin lock pouches that held the first-class mail and Fivefinger Earp, who had only one hand, caught them deftly by their leather-strapped necks.

Fivefinger walked round toward the front of his truck and tossed the two lock pouches in on the ruptured oil-cloth cab seat as Harry Conklin, the Katy depot agent, came out of the depot with a telegram in his hand. Harry started off down the cinder platform.

"That ought to be a big enough mail to suit you, Fivefinger," Harry said loudly, pausing by the truck.

"Yeowp, I'll say it is," he said. "Monkey Ward catalogues."

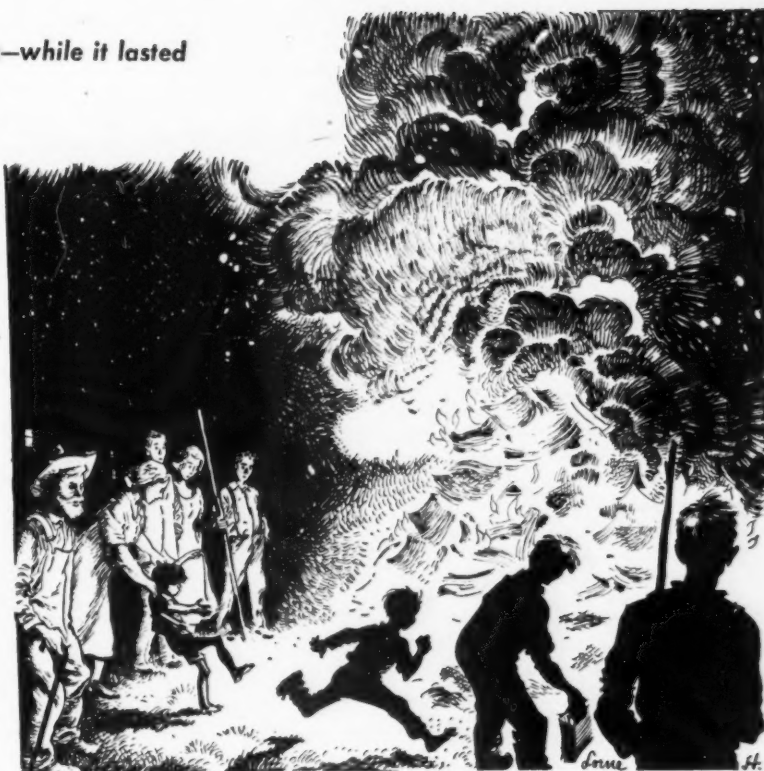
"How many you estimate you got on there?"

"Better than a ton, I reckon."

"I mean, how many catalogues?"

"Six hundred and ten, I make it. You headed for town? Get in and I'll carry you over."

The Conchartee County Democrat, as usual, was a day late going to press. R. W. E. ("Swede") Ledbetter, its energetic editor, was helping Red Currie, the linotyper, bolt the forms in the flat-bed press. Hot August sunlight was striking in through two grimy back



The Catalogues

windows, and the rear of the Democrat shop was like an oven. Editor Ledbetter, holding his blackened hands spread away, dabbing with his elbow, kept trying to push his hemp-colored forelock up from over his sweat-sticky spectacles.

Waldo Ledbetter, Junior, came dashing in at the front door. A black smear streaked one side of Waldo's startled, wide-eyed face.

"Gosh, papa!" he cried shrilly as soon as he was in the door. "You ought to come look!"

R. W. E. Ledbetter jumped. "Don't holler at your papa like that!" he shouted. "You ought to have better sense."

"But, gee whiz, papa, just go take a look at the load of mail they're bringing over from the depot. About a million bags of mail. They got such a big load they're stalled out front."

Editor Ledbetter turned and looked toward the front windows. He could see the truck standing there in the street. A dozen men were clustered around it. He sauntered up to the front door, stretching his neck to get a better look. Then he went outside.

"What you'd ought to do, Fivefinger," an onlooker was saying, "is turn

around and back 'er up. She'll take that grade in reverse."

"If he'd coast back and get a little start on it, he could make it easy. This here Broadway grade ain't such a steep grade," another man put in.

"What's going on, boys?" the editor called pleasantly.

"The catalogues have come in!" one man shouted.

"A whole truck load full of Monkey Ward catalogues!"

"Sears-Sawbuck catalogues. Earp's truck cain't make the grade, he's got on sich a heavy load."

"Swede, you'll have to give this here a write-up in The Weekly Struggle."

"Yeowp, I guess we'll have to!" Editor Ledbetter said, scowling at the load of mail. Back in the shop he heard Red Currie starting the gasoline engine. Above the explosions came the wheeze of the flatbed press. He turned and walked in briskly.

"Hold it, Red, hold it!" he shouted above the noise. "We gotta rip out that front page! Stop it and tear 'er out; I've got a Page One Must editorial to stick in there."

"We ain't never going to get this rag out," Red Currie said sullenly, killing the engine.

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Before the flatbed press had stopped gasping, Editor Ledbetter was at his desk, rigid forefingers stabbing at the keyboard of his dusty green Oliver. The pyramidal type bars clattered down on the ragged purple ribbon:—

TO THE GOOD PEOPLE OF CONCHARTEE'S TRADE TERRITORY

Once more there has arrived at the Conchartee Post Office a whole truck load of mail-order catalogues. This constitutes the Kansas City and Chicago mail order concerns' bid for your Fall and Winter trade. You will see in these catalogues split-penny prices printed in big type with the actual higher prices printed down below in small type. You will read the prevaricating, highly exaggerated descriptions of merchandise. **DO NOT LET THEM FOOL YOU.** Before you send off one red cent to these foreign concerns, the Conchartee County Democrat wants to ask you a few questions. Then if you think you can go ahead and send your money off to these companies without being a traitor to your home community, **GO TO IT.** But when you discover that you have gotten "**STUNG**" do not say that you did not have fair warning. Now just ask yourself:

Who helps to support your ministers of the Gospel, helps to keep up your churches, lodges, etc.? Who does their part in paying taxes to support your roads, schools, law enforcements, etc.?

Who has worked and slaved to build up this town so as you would have a market for your produce, etc.? Who pays cash for your cotton, corn, cattle, hogs, poultry, etc.? Who pays highest prices, cash or trade, for your butter, eggs, hides, etc., and all country produce? Who hires Conchartee County Labor? Who gives you credit for food and clothing when you are waiting for your crop to come in and have not got the cash to buy with? Is it a K.C. m.o. company?

USE YOUR THINK TANK. Your **HOME TOWN MERCHANT** is the only one that does all these things for you. Why not honor HIM with your entire patronage by patronizing **HOME INDUSTRY**? Did your **HOME TOWN MERCHANT** ever show you a picture and make you read a mess of fancy descriptions and then ask you to buy "a pig in the poke" the way these mail order companies do?

If you feel like you can answer these questions honestly by sending your money off to the millionaires of **KANSAS CITY** and **CHICAGO**, go right ahead. Don't let "ye ed" stop you. But then do not come bellyaching around about hard times here in Conchartee County when you have helped to cripple

your **HOME TOWN** by mailing off your money to fill the larders of some rich man 1,000 miles away.

KEEP HOME TOWN MONEY AT HOME!

"Nuf Sed!"

THAT afternoon Postmaster Shannon sat at his desk waiting for the 5:45 mail to come over from the station. It was after six o'clock, and the stamp window, the general delivery window, the money order window, the parcel post window, all were closed. One of the clerks was checking up on the stamps. Postmaster Shannon was running up the money order receipts on his desk adding machine.

"Earp certainly is late tonight," Gladys Ferguson said at the stamp drawer. "He must of had a breakdown with that old truck of his."

Then Postmaster Shannon heard the noise. He looked out the plate-glass window and saw the loaded truck struggling toward the alley that led to the back door of the post office.

"Yonder come the catalogues," he said calmly to the clerks.

Gladys Ferguson stopped counting stamps. Elvira Draper dropped the tweezers with which she had been changing the date in the wooden-handled steel canceler. They both came running to the big front window just in time to see the swaying gray hill of mail sacks heave past and out of sight into the alleyway.

"I suppose we had better stay and separate them tonight," Postmaster Shannon said. "But we won't put the notices in the boxes until tomorrow. That'll keep them from pestering us in the morning while we're separating the first-class mail and getting the newspapers up. Get the rural routes separated tonight, too, and the carriers can start taking them out right away."

Fivefinger Earp walked in, dragging a half-filled slipcord sack and carrying the two lock pouches. He grinned sheepishly.

"I sure enough brought you some mail tonight," he said. "This here is the Tribune sack. Three packages of parcel post. All the rest is catalogues."

Fivefinger went on out and unfastened the end gate on his truck. He hoisted one sack up on his right shoulder and pulled off another sack with his hand. Carrying one and dragging one, he went back and forth, and the gray stack grew in the rear of the post office.

"I wish Slemmons had been here to watch them come in," Gladys Ferguson said. "Won't he howl, though! He claims that Route Four gets twice as many catalogues as any of the others."

"Last year he took two weeks getting shut of his."

"Well, he'll have to get 'em out quicker this year," the postmaster said. "Nothing causes patrons to complain like having their catalogues delayed."

Postmaster Shannon did not talk loudly enough for the townspeople, milling outside in the lobby, to hear. The three voices, muffled by the blank-windowed partition, came as the mysterious murmuring of an oracle. Shoes scuffed on the cement floor, throats were cleared, fingers drummed on the wooden desk shelf, but there was little talk. People were too nervous with expectation.

Wilbur S. Winston, the richest man in town, came walking into the post office lobby behind his paunch. He went over and turned the combination on the Conchartee National Bank's lock drawer and took out a large sheaf of mail and the afternoon paper. He glanced at the headlines and then took out his watch.

"Mail all up, Mr. Shannon?" he asked gruffly.

"All up, Mr. Winston."

Double S Winston followed his paunch out of the post office. One by one the other townspeople followed Banker Winston. It was a ritual.

THE next Tuesday, after everyone had finished his small dipper of banana-nut ice cream and slice of pound cake, up at the head table Albert T. Kimball, Lions Club president and proprietor of the Sanitary Barber Shop, hummed to give the other boys the pitch and started them off on their club anthem, "Roar, Lions, Roar." Then they sang "Pack Up Your Troubles" and a comic after-luncheon favorite.

After that song everyone was laughing and in good humor. Harve Whipple tried to start a necktie pulling. But before many ties had been yanked Al Kimball stood up and made his empty water glass ring by tapping it with his knife.

"Boys," he said, as soon as everyone had quit scuffling, "today we are going to hear a message from R. W. E., better known as by his alias of 'Swede' Ledbetter, our popular publisher. Now if 'ye ed' will kindly get up I'll let him speak for himself which will be better than me talking for him. How about giving Swede a hand, boys?"

Al Kimball started clapping his hands and the other Lions joined in riotously. Everyone was chuckling and grinning, but when R. W. E. Ledbetter stood up he was not smiling. His long pink cheeks were set and his eyes were serious back of his horn-rimmed glasses.

"Boys," he began, brushing back his hempen forelock, "I guess you have all heard that poem about where a certain community in the olden times was so

(Continued on page 26)

CAREER CLUB

"Life" of a Salesman

ALTHOUGH the new Broadway play that has the critics raving with joy is called *Death of a Salesman*, we're here today," Dick Varum grinned, "to hear a round-table discussion on the *life* of a salesman. I've invited three top-flight salesmen to give you the inside story. They all happen to be in my retail-selling class—and they all have part-time jobs in grocery stores.

"Vivian Jacobs clerks in our neighborhood Safeway where her Dad's the manager. Norbert Purcell works in a Nationwide store—which you probably know is an independent store which voluntarily joins with other independents in buying and advertising. And Ken Morse clerks in his Dad's combination grocery and meat market.

"Now to get the 'show on the road,'" Dick finished, "let me ask a question. Is getting along well with people the most important quality for a salesman to have?"

NORBERT: Liking people and being liked by them is certainly an important trait for any salesman to have. A salesman has to be able to enjoy being with people, because he's with them most of the time. Also, he must be able to size up people quickly—I mean, know what they want and how they are likely to react to your sales approach.

VIVIAN: I agree with Norbert. Getting along with people is especially important for the store owner. Ken's father or my boss, Mr. Snively, wouldn't stay in business long if they lost their popularity in the community. Both men enjoy people, and they're both pretty good at managing people—both their clerks and their customers. Am I right, Ken?

KEN: Right! I'd like to emphasize that a salesman also must be able to concentrate in noisy surroundings—say when he's adding up what a customer owes him, and someone else is demanding attention, and his phone is ringing all at once.

NORBERT: And, believe me, it takes skill in arithmetic to be able to calculate quickly the price of eight oranges when oranges are 57 cents a dozen. That's where your high-school background comes in. Commercial arithmetic, English, speech, and retail selling are all good subjects for future salesmen to take.

DICK: What other characteristics should a salesman have?

VIVIAN: I think being able to work systematically is important. A grocery clerk, for instance, needs to plan his work so that he can bring the milk and the eggs at the same time when filling an order. Otherwise, he'll be repeating his steps to the dairy section of the store unnecessarily. Also, he must learn to work under pressure—so he can efficiently fill Mrs. Williams' long order when three other people are waiting.

NORBERT: That's where courtesy counts. You soon learn to say to a waiting customer, "Hello, Mrs. Jones, I'll be



Follette in The Saturday Evening Post

"Yes, it's been my ambition to own a fine library ever since I was a poor struggling clerk in a grocery store. Now here's a volume . . ."

with you in a moment." Mrs. Jones won't mind waiting when you're polite and she sees that you're busy, but she'll resent waiting if you're just chatting with another clerk, replacing stock, or adding up the day's receipts.

VIVIAN: We spoke of the courses you could take to help you become a salesman, but really a great deal of salesmanship must be learned in on-the-job training. Some things you learn are important on any job—being well-groomed; the value of a friendly smile; being businesslike. You also learn the importance of greeting customers by their names, of taking a sincere interest in what they need; and of really knowing all about the goods you're selling.

DICK: Do any of you plan to own your own grocery store some day?

NORBERT: I'd like to, but I'm going to clerk in other stores for experience for a couple of years after I finish school. It takes a lot of capital to open a big enough grocery store to make a good living. You need money to buy fixtures, to fix up the store, and to buy stock. It also takes money to pay for your rent, electricity, living expenses, etc., until the store starts to break even.

KEN: Dad says that it takes about 17 cents out of every dollar to pay for store expenses—rent, lights, wages, delivery service, etc. The average grocer has two to five cents left out of the dollar for profit on his investment.

NORBERT: About nine out of every ten grocery stores are independently owned. About one-half of all the independent stores are either co-operatives (such independent stores own wholesale houses, and have some profit-sharing plan either for the customers or for the store owner), or they're like our Nationwide store, independents which band together to secure savings by buying large quantities of goods from the same wholesalers and by common advertising.

DICK: What about chain grocery stores, Vivian?

VIVIAN: A chain grocery store is one which belongs to a man or firm that owns at least three other stores. Chain groceries do about one-third of the grocery business in this country. They've tended, recently to be fewer in number, but we have had an enormous growth of supermarkets each of which do from \$100,000 to \$300,000 worth of business a year. (Of course, some supermarkets are independently-owned stores.)

DICK: What about wages?

VIVIAN: They vary, of course, with the cost of living and the community. I know one chain store that pays experienced grocery clerks \$3,000 a year and experienced butchers over \$4,000. In this chain, managers of branch stores may receive as high as \$10,000 a year in wages and bonuses.

KEN: That's probably in a large city. I'd say that the average grocery clerk in a store in a small town would earn from \$1,560 to \$2,700 a year. What the owner of a store makes would depend entirely on how large his store is, how efficiently he runs it, how many members of his family contribute free clerking services, etc.

NORBERT: We forgot to mention that most workers in a grocery store work a six-day week of 48 or more hours. There's always room for a salesman with real ability, but if competition becomes keen, a lot of so-called salesmen are going to have trouble holding their jobs.

—WILLIAM FAVEL, Vocational Editor

SPORTS

HAVING a childlike faith in such virtues as truth and good taste, I seldom venture near a radio when a sports program is on.

Most of the air-borne sports experts are pretty sad. They shriek, exaggerate, corn up the language, and set fantastic records for jumping to conclusions. Few of them really know their stuff, and most of their dramatic styles smack of the soap opera.

That's why I sliced up Bill Stern in one of my recent columns. I thought he had it coming to him. What I didn't know is that Bill owns a bigger following than Mickey Mouse or the Notre Dame football team.

In the week that followed, the Stern gang sent me more beefs than I counted in *Red River*. Did these murderous letters send me underground? No, sir. My head may be bloody, but it's still unbowed. I still don't think Bill Stern is the answer to a sport fan's prayer.

Some of the people who stabbed me for knocking him, admitted his many failings, yet insisted that Stern is the "world's greatest announcer" and that I'm just a jealous old dog. (Me jealous of Stern with guys like Gregory Peck around? I don't get it.)

All right, then, whom do I consider

Clear the Air!

good announcers? The first name that comes to mind is Red Barber. I think he's tops. His voice is soft and easy on the draw, he knows his stuff cold, possesses a nice sense of humor, never screams, and never phonies up a story.

In short, his approach to sports is grown-up. He doesn't sound like a fugitive from *True Comics*, and somehow he makes you feel that the world will not come to an end if good old Czchbczovich misses **THAT EXTRA POINT!**

Mel Allen is another swell announcer. Like Red, he owns a smooth, friendly, grown-up delivery, and doesn't get hysterical at the drop of a bat. Unfortunately, the television masterminds now have Mel doing the big Madison Square Garden basketball games, and what Mel knows about the game could fit into a midget's hip pocket. For baseball, however, Mel is strictly big league.

Any list of good sportscasters would also have to include Bill Slater, Russ

Hodges, and Stan Lomax. The greatest play-by-play announcer (in my opinion) is a fellow you may never have heard of. I refer to Marty Glickman, the former Syracuse U. footballer and Olympic sprinter, who now broadcasts for Station WMGM in New York City. He does local basketball and football games, and anything else that comes along.

He can't be touched for actual game announcing, especially in basketball. You know how fast a basketball game moves. Well, Marty never misses a pass or a shot. He stays on top of every play and, despite a machine-gun delivery, he rarely fluffs a line. You have to hear it to believe it.

Marty was all set to move over to a national network, when his bosses got smart and signed him to a two-year contract—at a very fat pay boost.

There probably are lots of other swell announcers like Marty working on local stations. Unfortunately, since I don't own a short wave, a permanent wave, or a Navy WAVE, I have no way of rating them.

I hope this has served to clear the air a bit. But I'm sure all you B.S. fans will still go on howling. "Stern. Thy Magic Spell Is Everywhere." Not over this network, though.

When Coach Eddie Anderson arrived at Iowa U., he took over a football team that hadn't had a winning season in years. The first day he decided to stress the importance of tackle play.

"Most games are decided at the tackles," he proclaimed, "inside and outside the tackles. You have to have strong tackles on offense and strong tackles on defense. That's where your games are won or lost."

At this point he looked up and noticed that one of his boys wasn't paying much attention. "Jim," he snapped, "where are most games lost?"

"Right here at Iowa, Coach," came the reply.

Here's a poser for you fans who think Lou Boudreau is the greatest manager in baseball: How come Cleveland—which led the league in hitting, fielding, and pitching—had to go all the way down to a play-off game before winning the pennant?

And here's one for you fans who think Ted Williams is the greatest long-distance clouter in the big leagues: Explain the fact that Ted has never hit 40 home runs in any season?

HERMAN L. MASIN, *Sports Editor*

TO YOUR GOOD HEALTH

Twentieth of a series of tips on health and nutrition. Look for this feature every week.



**Eating between meals is a good habit
—if your habits of eating are good!**

Your growing body can use extra food to bridge the gap between lunch and dinner. Top choices are milk drinks, peanut butter sandwiches, cheese, oatmeal cookies, and fruits.

CHEVROLET



The Styleline De Luxe 4-Door Sedan

AMERICA'S CHOICE FOR 18 YEARS



The Most Beautiful BUY for Styling—A long, low silhouette! Fleet, flowing lines and contours! Sparkling color harmonies! All these combine to make the new Chevrolet the beauty-leader among today's cars. Moreover, it has the world's *finest* body—Body by Fisher—exclusive to Chevrolet in its field.



The Most Beautiful BUY for Comfort—All the comfort of your Dad's favorite easy chair at home... with plenty of room to stretch out and relax in the Super-Size interior... and with the advanced heating* and ventilating system of a "car that breathes."

(*Heater and defroster units optional at extra cost)



The Most Beautiful BUY for Performance with Economy—You'll experience outstanding thrills and thrift in this car; for it brings you the world's champion Valve-in-Head engine, with the record of having delivered more miles of satisfaction to more owners than any other power-plant built today!



The Most Beautiful BUY for Roominess—It carries six full-grown passengers... and an almost unbelievable load of luggage, golf clubs, fishing gear or whatever you need for wherever you're going.

The Most Beautiful BUY for Driving and Riding Ease—New Center-Point Design, a remarkable 4-way engineering advance, including Center-Point Seating—Lower Center of Gravity—Center-Point Steering and Center-Point Rear Suspension brings you an extraordinary new



degree of driving ease and riding comfort. Only Chevrolet offers new Center-Point Design at lowest cost.

The Most Beautiful BUY for Safety—Chevrolet gives fivefold safety protection found in no other low-priced car; (1) New Certi-Safe Hydraulic Brakes; (2) Extra-Strong Fisher Unisteel Body Construction; (3) New Panoramic Visibility; (4) Safety Plate Glass in windshield and all windows; and (5) the extra-safe Unitized Knee-Action ride.

By every test—
the most Beautiful **BUY** of all!



Try it for looks—those long, low, racy lines rate "A plus" on any style exam. Try it for size—those Five-Foot Seats make room for *all* the gang. Try it for performance—it's as fleet and flashy as a star halfback away for a touchdown!

There'll be no argument in the family over your choice of this great new Chevrolet. They'll go for it just as much as you do (though perhaps for different reasons). So come along with them to the nearest Chevrolet dealer's and get the whole wonderful story of today's most *exciting* new car!

CHEVROLET MOTOR DIVISION, General Motors Corporation, DETROIT 2, MICHIGAN

JAM SESSION



WHAT WOULD YOU DO—if a new student wanted to join a club of which you were a member, and the other club members argued to vote him down for what you considered “snobbish” reasons—because he didn’t wear smooth clothes, he lived in a poor section of town, his parents were “foreigners,” etc.?

That’s our question for today. Our readers are practically unanimous in their disapproval of the club members’ objections, but their solutions vary. Here are a few of the hundreds of well-phrased opinions we received:

I would definitely stand up before the club and express my feelings. I wouldn’t care what my friends thought about me, if I knew I was doing the right thing. Smooth clothes are not important—what’s inside them is important. Where one lives or where his parents came from is no basis for deciding his character. I’d be proud if my parents came from the “old country.” It’s inspiring to know that so many nationalities had a part in developing our country’s culture and making the U. S. what it is today.

Shirley Lapinsky
Troy (Ohio) H. S.

I would try to point out to the other members that the virtues they were looking for in a fellow member were pep, friendliness, and enthusiasm, and that the reasons advanced for voting down the new student had nothing to do with these qualities. However, I’d make these suggestions tactfully. A “goody-goody” routine never goes over well—especially with these characters we are evidently arguing against.

Deane Kuton
Paseo H. S., Kansas City, Mo.

NEXT JAM SESSION: We’d like to know what are your favorites in entertainment. Here’s your chance to cast your vote for the kind of entertainment you’d like to see more of—in the movies, on records, over the air, from the grandstands. Here’s your chance to give a big plug to the stars that make you laugh, sigh, or gasp with admiration.

Just fill out the ballot on the right—or write your list of favorites on a separate sheet of paper. Then, pick one of the favorites you name on your ballot and write a few words telling us why you think he, she, or it is tops in his, her, or its field.

Mail your votes *not later than March 26* to Gay Head, *Scholastic Magazines*, 7 East 12th St., New York 3, N. Y. Sign your letters with name and school address—**Gay Head**.

At first, I would be angry and would want to quit the club, but after a while, I would “cool off” and start thinking straight. Getting angry and quitting the club would only hurt me. And it wouldn’t help the new student to become a member, either. The best thing to do would be to ask the other members of the club how they would feel if they were the new student and leave the question to their consciences.

Doyle Hutchinson
Allerton (Iowa) H. S.

Prejudice of any kind is one of my “pet peeves.” I would argue for membership for the new student, and this failing, I would give up this club.

Janice Yant
South Hills H. S., Pittsburgh, Pa.

I would try to cultivate the friendship of the new student to which the club members were opposed. Then I would give a party to which I would invite both the club members and the new student—to prove that we could get along together.

Gloria Berns
Goldberg Trade School, Detroit, Mich.

I would tell the club members that clothes do not make the person (they

help), money isn’t everything (it helps, too), and parents are parents whether foreign or not. One of the most important questions the club members should ask themselves is: “Can he help us and can we help him by letting him join our club?”

Dolores Lay
Normal (Ill.) H. S.

I would tell the club members something good about the new student—“He’s an excellent swimmer—he has a wonderful voice—or he writes the sweetest poetry.” By speaking up in his defense, I would gain his friendship and might also get him in the club.

Betty Lou Thomas
Reelfoot, H. S., Natasulga, Ala.

I feel that those who are not accepted in a club should not feel bad. They should remember that life is not a bowl of flowers. These clubs are not the main activity of high school life.

Barentje Barhydt
William H. Hall H. S., Hartford, Conn.

I see no reason why any student who was friendly and showed interest in our club should not be allowed to join. If the other club members displayed prejudice, I would offer my resignation.

Bill Sweeney
Litchfield (Ariz.) Park H. S.

There are many sides to this problem. I know from experience, because I live in Grosse Pointe Woods, the richest part of Detroit. I think a poor person who wished to join a “better” club wouldn’t enjoy being a member. The other wealthier members of the club would want to do many things that the

ENTERTAINMENT FAVORITES

1. Favorite Movie Actor _____ Actress _____
2. Favorite Young Movie Actor or Actress (under 19) _____
3. Favorite Radio Program _____
4. Favorite Radio Comedian _____
5. Favorite Sportscaster _____
6. Favorite Popular Singer (male) _____ (female) _____
7. Favorite Dance Band _____
8. Favorite Author _____
9. Favorite Magazine (next to this one—we know you love us!) _____
10. Favorite Cartoonist or Comic-Strip Artist _____
11. Favorite Sport (the one you like to watch best—not necessarily to participate in) _____
12. Favorite Big-League Baseball Player _____
13. Favorite Artist or Magazine Illustrator _____
14. Favorite Entertainment on a Date _____

poor member couldn't afford. It just wouldn't work out. I think the solution would be for the new student to start a club of his own with members of his own level.

Leon C. Gauthier
Grosse Pointe (Mich.) H. S.

I would tell the other members that they were not practicing good citizenship. Judging people on such a snobbish basis is helping communism.

Eugene Smiley
Central H. S., Baton Rouge, La.

In the first place, I wouldn't care to belong to such an undemocratic club. If such a situation did arise, I would try to make the other members see that the new person might be an asset. Maybe if they became better acquainted with him, they would discover he had a talent the rest of the club members lacked. If they wouldn't accept him, I would resign.

Jay Scott
Emmetsburg (Iowa) City H. S.

I would resign. I could help the new student to get into another club which he would like better and in which he would be more welcome.

Alta Gardiner
Gordon (Nebr.) H. S.

I would try to persuade the club members to let him join or else encourage the new student to join another club and show leadership. I would also get him to join the band, orchestra, or glee club—organizations which he couldn't be voted out of.

DoLores Wingate
Abraham Lincoln H. S., Council Bluffs, Iowa

I would vote for the new student. I am not a sheep to be led around by a leader. I would tell the other members that they should be thoroughly ashamed of themselves for their discrimination. If young people start making such discrimination now, think what they will be like when they get older!

Jane De Marco
New Castle (Pa.) H. S.

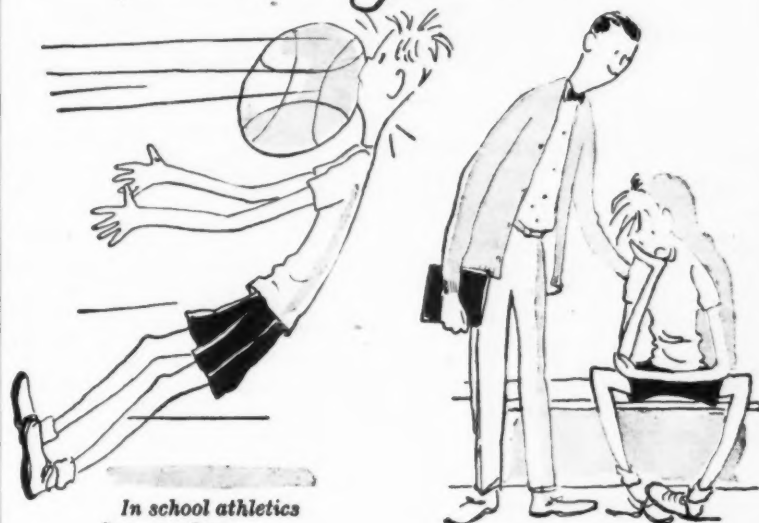
Maybe "preaching" isn't very much appreciated, but I would tell the club members exactly how I felt. If they couldn't take a new member for what he was in himself—and not for what he had materially, I wouldn't want to belong to the club and would say so.

Dorsa Gosnell
Montezuma County H. S., Cortez, Colo.

Democracy thrives on equality. Big "T's" and little "U's" will create fertile ground for eager dictators. Let's permit democracy to survive in our clubs and organizations.

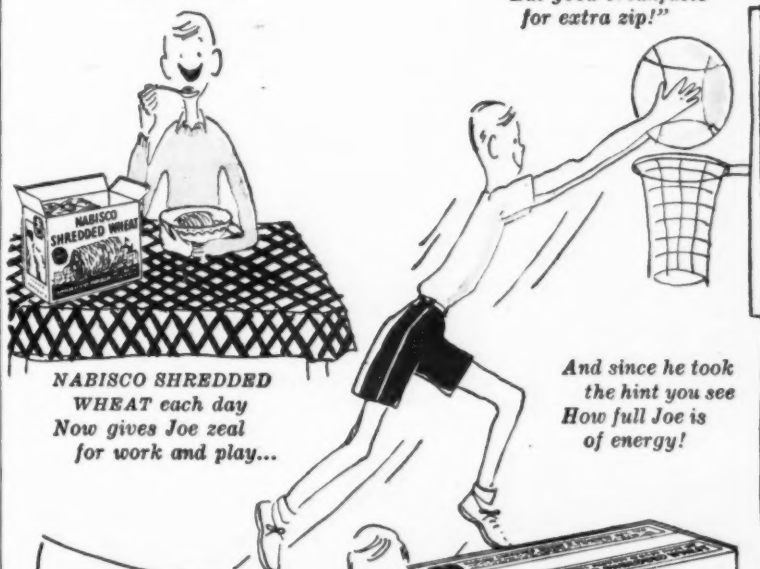
Emmett Wyatt, Jr.
Jemison (Ala.) H. S.

"POKEY JOE" to "DYNAMO" in one easy lesson!



In school athletics
Joe was slow
And all his grades
were very low.

One day the coach
gave him this tip—
"Eat good breakfasts
for extra zip!"



NABISCO SHREDDED
WHEAT each day
Now gives Joe zeal
for work and play...

And since he took
the hint you see
How full Joe is
of energy!



BAKED BY NABISCO
NATIONAL BISCUIT COMPANY

BOYS! GIRLS! Listen to the adventures of "Straight Arrow," NABISCO SHREDDED WHEAT's exciting new show, on your local Mutual Station three times weekly.



✓✓✓Tops, don't miss. ✓✓Worthwhile. ✓So-so.

✓✓✓**KNOCK ON ANY DOOR** (Columbia. Produced by Robert Lord. Directed by Nicholas Ray.)

YOUR EDITORS have chosen *Knock on Any Door*, as their Movie-of-the-Month for March. Based on a novel by Willard Motley, this is a tense, powerful indictment of the slum conditions that turn boys into criminals. The tragic story of Nick Romano (John Derek) is told in a series of flashbacks and courtroom scenes, while Nick is on trial for murder.

Humphrey Bogart is the spokesman who tells Nick's story and punches home the moral. Bogey's performance as Andy Morton, a hard-hitting lawyer, rings with conviction which helps to make the point of the film convincing—even when individual incidents in the story become melodramatic.

Bogart's Andy Morton grew up in a slum section himself and had to fight his way out of the gutter. He realizes that his narrow escape from a life of crime or shiftlessness was partly a matter of luck. He knows that until slum conditions are cleared up, we can "knock on any door" in a tenement district and find a Nick Romano.

Although the theme of *Knock on Any Door* is not a new one, it is here delineated in crisp, telling terms. Director Ray employs the documentary style to advantage. There are frequent touches of directorial genius in a camera shot or in some subtle bit of characteri-

zation. It all adds up to make this the best of several film treatments of the problem of delinquency that are being currently released.

Universal's *City Across the River* (✓) tells an almost identical story. But *City* is a poorly-directed film that devotes



Movie-of-the-Month Seal for March is awarded to *Knock on Any Door*.

more attention to the sordid details of the crimes committed by a gang of Brooklyn boys than to the causes of their destructive attitude or to possible solutions to their delinquency. Allied Artists' *Bad Boy* (✓✓) offers a fairly straightforward study of a problem boy. *Bad Boy* devotes its attention to the question of what can be done to rehabilitate boys who have started off on the wrong foot. It makes a plea for a friendly sort of corrective institution, a Boy's Ranch, in place of the old-style reform school. But for all its sincerity, *Bad Boy* lacks real dramatic impact.

Knock on Any Door (and other films like it) cannot be recommended as pleasant entertainment. It is a disheartening example of a failure of our society. We recommend it to our readers only because we believe them to be thinking young adults who can and will contribute to the solution of the problems the film portrays.



John Derek, new film actor, faces veteran Humphrey Bogart in *Knock on Any Door*.

The Catalogues

(Continued from page 20)

infested with rats that nobody couldn't hardly live in it. So the town dads call in a fellow to rid out the rats, and it seems like this fellow claimed to be able to get them out, I mean the rats out, by playing music on his pipes and had made quite a rep for himself, being reputed far and wide as the Pied Piper of Hamburg. Well, I don't know as this has got much to do with what I'm going to say. But I was reminded of it, because if you boys don't dub me the Pied Piper of Conchartee (Laughter) when I get done outlining this proposition I have worked out in the interests of this town, I'm going to be mighty disappointed, and uh—

THE point I am making is, I guess you all know that the plague of Monkey Ward (Laughter) catalogues has descended upon us once more again this year. Now anyone who read my editorial in last week's *Democrat* will appreciate my attitude on this subject.

"Men, year after year we are confronted with this situation of our farmers' and fellow-citizens' money being milked out of our trade territory. It seems to me like, as I look back on it now, we have been taking this tough situation laying down and thus far have not done anything about it. Oh, yes: we have tried to knock the mail order companies by making fun of them and talking about the shoddy goods they put out, and so on. But what effect does that have? Men, I think it was about time something actually was done to correct this situation of Kansas City and Chicago mail order firms taking this business right out from under our noses and—and uh—taking thousands of dollars out of our trade territory, and, and so forth.

"Boys, there is nothing like a little gray matter applied to these situations. Someone has said, if I remember right it was Arthur Brisbane, who makes fifty thousand dollars a year, the highest-paid editorial writer in the world, has said, 'It takes a combination of four G's to put anything across: Gumption plus Grit plus Git-Up-And-Go!' (Laughter and applause.) Well, there is this to be said: I think this scheme of mine has the Gumption. Now all we need is the Grit and Git-Up-and-Go to counteract a tough situation.

"Just to be brief, my idea is to get hold of every one of these mail order catalogues that came in here last week and get them out of circulation. Absolutely destroy them. That is the one and only way we can manage to keep home-town money at home.

"Now I see some of you looking

doubtful already, and you're probably going to ask me: 'O.K., Swede; but how're you figuring to put this proposition through to final completion?' Boys, right there is where the Home Town Industry Jubilee Bonfire enters in! Which I thought would be a good name for this scheme.

"Last Friday afternoon when I saw that truckload of mail order catalogues coming in, I says to myself, 'R. W. E., that is just like a truckload of pests being brought in to be turned loose on the community.' And then I said to myself, 'If the State was able to almost rid this country of coyotes by paying a bounty for coyote pelts, why could not the merchants of this town work the same scheme and get rid of mail order catalogues?' Now the mail order firms claim that it costs them better than a dollar apiece to get those big catalogues out. I don't doubt it a bit, because I know printing prices.

"So what I want every merchant in town to do is to agree to pay one dollar in trade for each of these catalogues that is brought in to them. Don't worry about whether the country people'll bring 'em in. Just depend on me for that. By working fast, there is no question in my mind but what we can clean up ever' single one of the six hundred catalogues, which I understand was the number shipped in here, in two weeks' time. We can't take a day longer, because ever' day means just that much more money being drained out of our trade territory. And to keep from causing any ill-will among the country folks, we end up on the deadline set for bringing in the catalogues by having a big Home Town Industry celebration with a big bonfire made out of the catalogues.

"Now all I want to know is, are you boys with me with the Grit and Get-Up-and-Go to put this proposition over?"

R. W. E. Ledbetter sat down, and there was loud applause. Then there was a moment's silence until Harve Whipple said, "What about financing the proposition, Swede? A proposition like that would need some financing." Two or three men who had been looking dubious nodded their heads and said, "Yeah, what about the finances, Swede?"

"I'm glad you brought that question up, Harve!" the editor said, springing to his feet and pulling a folded sheet of paper out of his hip pocket. "Now about taking in the catalogues. Some merchants, of course, will get more, some less, depending on the number of customers he has. But with every business in town that stands to lose by mail order competition lined up on this—no reason why a single merchant should hold out—we'll have 20 businesses taking



Why are they floating in the clouds?

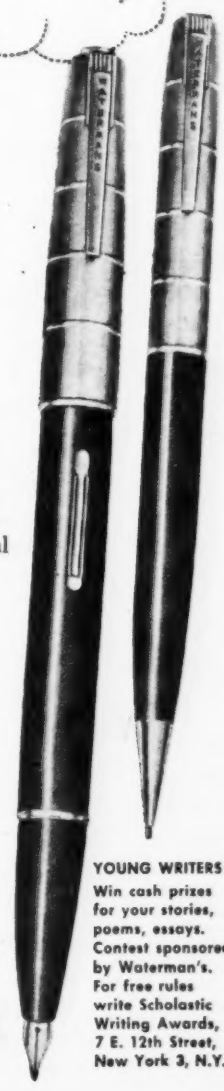
• They've just seen . . . and *tried* . . . the new Waterman's Crusader for '49! And seriously, *you'll* feel just the same about this beautiful new pen. Look at the styling . . . the alternate silver colored bands on the golden cap . . . the slim, graceful clip . . . the slender tapered barrel. Then notice the exclusive features that mean wonderful writing . . . the hand-ground 14-kt. Gold Point . . . the One-Stroke Filler . . . the b-i-g ink capacity. It's a real pen—for only **\$5**

Pencil to match, \$3



No other pen writes like a Waterman's

P.S. Ask your dealer for the new Waterman's Ball Pointer—a grand companion to our regular Waterman's. Beautifully styled, choice of colors, and an ink cartridge that can be changed in split seconds! **\$1**
L. E. Waterman Co., New York 13, N. Y.



YOUNG WRITERS!
Win cash prizes for your stories, poems, essays. Contest sponsored by Waterman's. For free rules write Scholastic Writing Awards, 7 E. 12th Street, New York 3, N.Y.

catalogues in trade. This would make each take in around 30 catalogues, more or less, and \$30 is not going to break anybody up. More especially \$30 in trade, which you can figure as representing between \$15 and \$20 actual outlay at wholesale. All this you can count on coming back tenfold with your increase in business when you get shed of the catalogues.

"Now here I have a two-page adver-

tising layout. Down the center runs a full explanation of the Home Town Industry Jubilee, explaining in big type the catalogue trade-in idea. All around this is space for twenty small ads. I want ever' merchant that comes in on this deal to take one of these spaces. We'll run this, a double-page spread, in the *Democrat*. I contribute the idea free of charge, and the *Democrat* will take in catalogues on subscriptions or

job printing work. Also, we'll want to run off 30 by 22 circulars, about a thousand, which I'll do at cost. So don't suspicion that I'm trying to make any big profit on this deal.

"Now by all of us pulling together on this, we can put it across in fine shape, and the financing hadn't ought to worry anybody."

THE country people began arriving early. Their gray, mule-drawn wagons with extra plank seats laid across the weathered sideboards were lined with children. The young men came on horseback or in buggies with their sweethearts sitting alongside. Not many came in automobiles, but those who did rode in aged flivvers. The courthouse square, all but the block on Broadway that had been roped off, was black-fringed with parked cars.

The Home Town Industry Jubilee promised to be a great success from the start. Pollack Brothers' Bargain Bazaar had advertised that at straight-up noon they would throw away from the top of their building one hundred dollars in coins. Small boys scrabbling in the dust of Broadway picked up a large number of one-cent pieces, and some nickels and a few dimes were found. There was a rumor that a farmer had caught the coveted twenty-dollar gold piece as it fell through the air.

All afternoon the sidewalks on all sides of the square were thickly packed with people. The De Molay Band was playing on the southwest corner of the Square. At two o'clock there was a hog-calling contest for the men and a rolling-pin throwing contest for the women. There was a sack race and a potato race and a calf-tying contest.

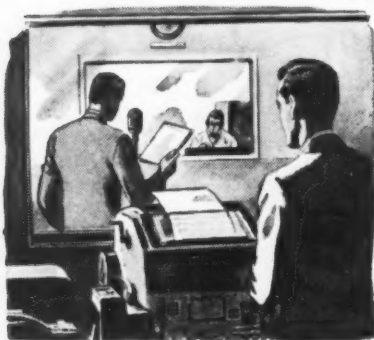
At first the catalogues had come in so slowly that the merchants had supposed that the Home Town Industry Jubilee was going to be a flop. More than a week passed before they had accumulated enough even to start a bonfire, much less make a big one. Then, toward the last, the farmers began bringing their catalogues in steadily, and the merchants thought they had the catalogues pretty well cleaned up before the final day. But they got almost as many catalogues on the day of the celebration as they had in the two weeks before.

When all the catalogues were brought together and counted late Saturday afternoon it was discovered that more than a thousand had been brought in. This puzzled everybody until Editor Ledbetter happened to think that there was nothing to prevent farmers who got their mail at post offices ten, twelve, or even twenty miles away, from bringing in catalogues, or to prevent farmers nearby from ranging that far to collect them.



ele-facts

PRIVATE LINES help serve the public

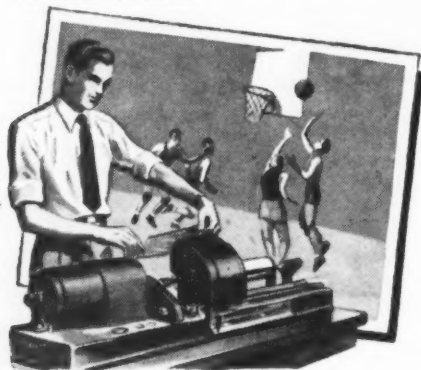


WIRED FOR NEWS

In a distant news office, a man sits before an unusual kind of typewriter. As he taps out news flashes, similar machines in hundreds of radio stations and newspaper offices record every word. These are teletypewriters, linked together by 600,000 miles of special circuits.

CLEARING THE WAY

Teletypewriters help safeguard our airways, too. They pass along to pilots and dispatchers up-to-the-minute weather and traffic information. The Civil Aeronautics Authority's private line networks alone total more than 130,000 miles. They serve airway locations in about 575 cities.



America has the finest communications system in the world. It serves you and your family in many different ways. And the aim of your telephone company is to keep its cost low and make it even more useful to everyone.



PICTURES BY WIRE

Sending pictures over special wires is the job of telephotograph. It can flash photos of important events to newspapers from coast to coast. And the Air Force uses it to transmit weather maps to nearly a hundred widely separated air bases.

BELL TELEPHONE SYSTEM



At any rate, they had the catalogues there, a great sprawling mound of them dumped on one corner of the circus lots south of Standpipe Hill.

After supper the crowd began gathering. R. W. E. Ledbetter struck a match and set it to the brush. As the flames crackled up, six members of the Lions Club worked hard, dousing the catalogues with coal oil and tossing them on the fire. A few Lions stood by with long poles, poking up the slow-burning catalogues. Others held dripping gunny sacks, ready to flout any blazing patch of grass.

The crowd had thinned out since afternoon. So many of the farmers had to get back to see after their stock before dark. But there were several hundred people there, nearly all town dwellers, standing along the flaming ditch, their faces showing drawn and ghastly in the firelight. Only the bustling Lions seemed to have much enthusiasm. No one seemed happy to see all the mail order catalogues destroyed.

Monday morning, before opening for business, Postmaster Shannon noticed that the stamp window needed some postal cards. He went over to the reserve stock in the big safe and took out four stacks, adding one hundred postal cards to the stamp-window store. He did not think anything about it. That noon, when the others had gone to dinner, Elvira Draper sold the last postal card at the stamp-window. She got up and added one hundred more from the reserve stock.

Slemmons came in off his route earlier in the afternoon than the other carriers. He had hard-surfaced roads all the way on Route Four. He walked in the back door, set his beveled tin stamp-box down on his desk, and hung up his big leather mail pouch. Pretty soon he came up to check in his money orders and to replenish his stamp supplies. "Give me fifty postal cards," he said, reading off the list of stamps he needed.

"Give you fifty?" Gladys Ferguson said in surprise.

"Yeah, fifty," Slemmons said in a surly voice. "Sold ever' one I had and could've sold fifty more if I'd had 'em."

"Shucks, I'll have to add some more then," Gladys said. "We certainly have been having a run on postal cards today."

Postmaster Shannon overheard, and he said, "No, there should be plenty of postal cards there. I added a hundred this morning. Maybe some have slipped down back of the drawer there."

Gladys Ferguson, bringing up four fresh packets from the reserve in the safe, said, "No, I guess not, Mr. Shannon. People have been running in here to buy postal cards all day. I'll bet I've sold a hundred myself."

Slemmons, the R. F. D. carrier,

standing there with his thick, quid-lumped face looking very glum, said, "Why, don't you all know what's going on? You'd ought to know what that durned Editor Ledbetter would do. Him and his bright ideas has just doubled the work for all of us. Just go back there and see how many postal cards I picked up on my route today."

At that moment Elvira Draper called out from the letter drop bin, "Well, I wisht you'd lookie here. This letter drop is stuffed!"

One by one the other R. F. D. carriers came in bearing thick handfuls of outgoing mail.

Gladys and Elvira had to work hard

to get all the letters and postal cards cancelled in time to catch the 5:45. They did not have time to read all the postal cards, but all they read said about the same thing. There were also a great many first-class letters enclosed in the brown, print-addressed envelopes of the mail order companies. Postmaster Shannon and his clerks never knew what the letters said, but they guessed that these, too, were scrawled:

"Gentlemen: Would you all please send us another copy of your big Fall-and-Winter catalogue right away, as we want to order some things from you, and our other catalogue was made away with."

Like lots of Nucoa on your toast?



Your body needs fuel!

Fatty foods, like Nucoa and mayonnaise, are absorbed more slowly than proteins or carbohydrates. Therefore, they provide the long-lasting energy that active people must have. What's more, per unit of weight, fat has a higher energy value than any other food. So—your liking for Nucoa is a good thing. Your body should have generous amounts of this type of food. And every delicious pound of Nucoa contains not less than 15,000 U.S.P. units of Vitamin A.

Nutritious NUCOA


"NUCOA" REG. U. S. PAT. OFF.

NEW Book on Fishing— FREE!



Every fisherman needs
"Fishing—What Tackle and
When"—76 pages of fishing hints, fish
pictures, South Bend tackle. Write today!

NIP-I-DIDDEE

New, semi-
weedless, high-
floating surface bait. Fish-tempting
action. 6 finishes. Length 3".
Weight 5/8 oz. \$1.25



SOUTH BEND BAIT CO., 877 HIGH ST., SOUTH BEND 23, IND.

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A NAME
FAMOUS IN
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SENIORS Sell your classmates
America's Most Beau-
tiful and complete Line of Modern

GRADUATION NAME CARDS

and earn 40% commission. Free
Memory Book with each order. Write
today for free sample kit.

PRINTCRAFT, Dept. S.

1425 E. Elm St., Scranton 5, Pa.



Class Pins and Rings

Artistic pins, rings and emblems.
Finest quality. Reasonable prices.
From 3¢ up. Write today, Dept. P.

FREE
Catalog

Metal Arts Co., Rochester, N. Y.



ATTENTION SENIORS!!

Sell your School Classmates the best line
of GRADUATION NAME CARDS in the
country. Lowest prices ever offered. We pay
highest commissions. Monthly Bulletin.
Your cards FREE! Agencies going like wild
for them. Hurry! Write CRAFT-CARD SPECIALTIES, Box
235-N, Pittsburgh 30, Pa.

Stamps

What Are 'Approvals'?

Scholastic Magazines accept stamp advertisements
only from reliable and trustworthy stamp dealers.
Our readers are advised to read an advertisement
carefully before sending money for stamps. If the
advertisement mentions the word "approvals,"
the stamp dealer will send you in addition to any
free stamp or stamps you pay for in advance, a
selection of other stamps known as "approvals."
Each of these "approval" stamps has a price
clearly marked. If you keep an "approval"
stamp, you must pay for them and return
the ones you do not wish to buy. If you do not
intend to buy any of the "approval" stamps return
them promptly, being careful to write your name
and address in the upper left-hand corner of
the envelope in which you return the stamps.



POSITIVELY GREATEST FREE OFFER

Rare Octagonal (eight sided)
stamp, gorgeous Diamond,
giant Triangle, also mam-
moth and midget stamps,
total value \$2.00, ALL FREE
to foreign approval buyers.
Plus Free, Scott's International
\$6.00 album and latest Scott
Stamp Catalogues.

ODD STAMPS
REDLANDS, CALIFORNIA

STAMP WALLET PLUS

HARD to get HYDERBAD SET, print-
ed PERFORATION GAUGE and MILLI-
METER SCALE Given to Approval Ap-
licants who send 10¢ for mailing to



ONLY
10¢

GLOBE STAMP Company

570 EAST 94th STREET
BROOKLYN 18, N. Y.

STAMPS

NEW ISSUES

THE 3¢ Washington and Lee com-
memorative shown below will be
placed on sale for the first time at Lex-
ington, Va., on April 12, 1949.

In 1795 General George Washington
received \$50,000 from Virginia for his
Revolutionary War service. He gave
the money to Liberty Hall Academy
at Lexington, Va. He said it was
"among the warmest wishes" of his
heart to help U. S. schools grow.

In appreciation, school officials hon-
ored him by renaming the academy
Washington College. A statue of Gen-
eral Washington was placed on top of
the original building of the college.

During the War Between the States,
or Civil War, Union soldiers wanted to
burn Washington College. Lexington
women stopped them. They pointed to
the statue.

"Would you burn the Father of our
Country?" they asked.

The college was spared.

After the war, General Robert E.
Lee of the Confederate Army was of-
fered a high-paying job. He turned it
down. He said his goal in life was to
help U. S. schools develop. Washington
College asked him to be its president.

"My dream is realized," he said. "I
shall devote my life helping to educate
the youth of my country."

He served as president of the college
from 1865 to 1870. In 1871 it was re-
named Washington and Lee University.

The Post Office Department also has
announced that a 3¢ commemorative
honoring Puerto Rico's first elected gov-
ernor will be placed on sale at San
Juan, Puerto Rico, on April 27, 1949.
The governor is Luis Muñoz Marín.

For first day cancellations of the
Washington and Lee stamp send self-
addressed envelopes to Postmaster, Lex-
ington, Va. For first day cancellations
of the Muñoz Marín stamp, send self-
addressed envelopes to Postmaster, San
Juan, Puerto Rico. Be sure to send a
money order or postal note to cover
the cost of the stamps.

1749 WASHINGTON AND LEE UNIVERSITY 1949



UNITED STATES POSTAGE 3¢

The Washington and Lee commemorative.

Squelched

The afternoon tea was a brilliant af-
fair thought the hostess as she made
the rounds checking on the wants of
her guests. Then she spotted the guest
of honor seated in a chair far removed
from the other guests. "Are you enjoy-
ing yourself?" asked the concerned
lady.

"Yes," replied the gentleman, "but
that's all I'm enjoying."

Quite

True

Radio comedian Bob Hawk recently
asked a feminine contestant to define
the word *matrimony*. Replied the girl:
"It's one of the United States."

500 STAMPS 10c FOR ONLY 10c

INCLUDES STAMPS CATALOGUING UP
TO 25¢ EACH. APPROVALS INCLUDED.
MYSTIC STAMP CO. • Camden 75, New York

ONLY U. S. COLONIAL TRIANGLE!
Puerto Rico Airmail (Only U. S. Colonial
Triangle issued), also Cook Islands, Indo-
China, Syria, Ivory Coast, Jap "Star",
Philippine Issue, Turkish Hamam,
Damascus, Elephant Land, Niv-
"Africa", Cambodia, Pirate
Island, Ship, etc. ALL FREE
with approvals for 3¢ postage.

FREE!

BELMONT STAMP CO., Dept. No. 60, Washington 10, D. C.

WOW! \$1000 Worth Of Fun 10c!

What a treasure hunt! Big package 500 Foreign Stamps, in-
cluding airmails, pictorials and others from the world over;
stamps worth up to 25¢ each. This offer sent for 10¢ to approval
applicants only.

JAMESTOWN STAMP CO., Dept. 12, Jamestown, N. Y.

FREE CATALOG!
Beautifully Illustrated! United States
Stamps, Bargains in Packets, Albums
& Supplies, Information for Beginners.

HARRIS & CO., 107 Transit Bldg., BOSTON, MASS.

ONLY 1c Romania School Issue of five mini
stamps portraying Student Reading,
Weaving, Class, Young Machineist,
Romanian School, and Allegory of Education—Yours for
only 1¢ if you ask for foreign approvals.

MODERN STAMP SERVICE

Box 12, Dept. 20, Wakefield Station, N. Y. 66, N. Y.

FREE Surprise package of Stamps, 12 different col-
orations, 1 Watermark Detector, 1 Perforation
Gauge, supply of Stamp Hinges, 1 Approval sheet for
Duplicate Stamps, 1 rare triangle. To Approval Applicants
sending 3¢ Postage. BELAIR STAMP CO., 2200 Park
Ave., Dept. S., Baltimore 17, Md.

VICTORY PACKET FREE!—Includes stamps from Tan-
ganyika—British Cayman Islands—Animal—Seas
Babyhead—Coronation—Early Victorian—Airmail—
Map Stamps—including big illustrated catalogue. Send
3¢ for postage. GRAY STAMP COMPANY, Dept. 98,
Toronto, Canada.

30 DIFFERENT BEAUTIFUL AIRMAILS 10c

100 Diff. Airmails \$1.00; 200 Diff. Airmails \$3.00.
Selected sets at reduced prices on approval.

LOUIS MORRISON, Dept. A, Milmont Park, Pa.

200 Different Stamps ONLY 3c
to APPROVAL BUYERS. Contains
stamps worth up to 15¢ each!

LITTLETON STAMP CO., LITTLETON 13, N. H.

FREE Irish Commemora-
tive Collection, In-
cluding Rebellion Issue With
Approvals. 3c Postage Please.

RAYMAX, 129-A WILLIAM STREET, N. Y. C. 7

200 British Empire Stamps—only 3c!

KENMORE STAMP CO., ARLINGTON 74J, MASS.

FREE—Illustrated Catalog!

KENMORE STAMP CO., ARLINGTON 74J, MASS.



Served Him Right

Those long skirts that the girls are wearing are fooling some of the camera boys. Charles Banks, *Boston Post* photographer, stalked one recently for two blocks before he discovered that his prey was a Superior Court judge wearing his judicial robes.

Popular Photography

A group of reporters was swapping yarns in the editor's office early in '44. The talk drifted to Thanksgiving Day, culminating in an argument as to the date on which it had fallen the previous year. The editor couldn't find a '43 calendar in his own office, so he called to a copy boy who happened to pass the door.

"Boy," he ordered, "go over to Carter's office and find out from his calendar what date Thanksgiving fell on last year. It was the last Thursday in November."

The copy boy followed instructions and presently was back again, standing in the editor's doorway.

"Well?" said the editor.

"I looked at his calendar," said the boy, "but there wasn't any last Thursday in November. November ended on Tuesday."

Edgar Hare, Jr.

Good Question

Mrs. Jones: "I sent my little boy for two pounds of plums. You only sent me a pound and a half."

Grocer: "Madam, my scales are right. But have you weighed your little boy?"

Canadian High News

Fair Question

"Could you," the specialist asked, "pay for an operation, if I found one necessary?"

"Would you," countered the patient, "find one necessary, if I couldn't pay for it?"

McCall Spirit



Ed Nofsinger in The Saturday Evening Post

"How do you ever get yours to assume that wild, frowzy, devil-may-care look?"

Potent Pop

Two moonshiners from the mountains were taking their first train trip. They had heard of soda pop, but had never tasted any, so when the vendor came through the car they each bought a bottle.

The first moonshiner wiped the mouth of the bottle with his hands and took a long drink—just as the train entered a tunnel.

"How d'you like it, Jed?" asked his companion in the darkness.

"Don't touch the stuff," Jed retorted, "I've been struck blind."

Central News

Fable

A British bulldog and a Russian wolfhound were ambling down Regent Street together.

"This country is getting on my nerves," admitted the bull. No decent meat for the past six years! And it's so long since I've seen a good bone that I don't remember what they look like."

"Humph," scoffed the wolfhound, "you should see how it is in Moscow. Meat six times a day. Fine bones piled up at every corner. And champagne with which to wash them down."

"If things are so hotso-totsy in Moscow," grumbled the bull, "what are you doing here in London?"

"Well," sighed the Russian wolfhound, "a fellow likes to bark once in a while, too!"

Saturday Review of Literature

High School Boy's Lament

I have a car.

It never skids.

It never breaks down.

It never gets a puncture.

It never falters on steep grades.

It never gets in a collision or accident.

I wish I could start it.

The Interlude

Are You Kidding?

"Now," said the teacher, "watch the board while I run through it again!"

Money Speaks Louder Than Spaak

Premier Spaak's car broke down recently when he was hurrying to a Socialist meeting to make a speech. So he stopped a taxi and began bargaining with the driver to take him there and pick him up after the meeting. The driver, not recognizing the Premier, said, "Impossible. I want to go home to hear Spaak on the radio."

The Premier was so pleased with this display of interest that he handed the man a large tip. The man took the bill, pondered a moment then said, "Oh, well, never mind Spaak. When do you want me to pick you up?"

New York Times

Mr. Peanut
ANNOUNCES

the **WINNERS**
OF THE PLANTERS
LIMERICK CONTEST
CONGRATULATIONS



FIRST PRIZE \$25.00

VIRGINIA BROOME, 16

1303 South Tryon Street,
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SECOND PRIZE \$15.00

JOAN STRADER, 17

418-9th Avenue, S.E., Aberdeen, South Dakota

THIRD PRIZE \$10.00 (tie)

LARRY KIER, 15

294 Raymond Avenue, San Francisco 24, Calif.

JUDITH LEE SABLE, 13

1529 East Johnson Street, Philadelphia 38, Pa.

FOURTH PRIZE

15 prizes of \$1.00 each

FIORA MACHNIER, 16,

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BARBARA DEAN, 10,

6401 Offutt Road, Chevy Chase, Maryland

JEANNETTE PFEIFFER, 13,

RFD # 1, Rockville, Connecticut

DEBORAH GOLDBERG, 16,

583 East 91 Street, Brooklyn 12, New York

AUTUMN HAYES, 12,

1176 Monroe Street, Eugene, Oregon

DON WYLIE, 15,

9815 Berwick, Rosedale Gardens, Plymouth, Mich.

CAROLYN JOAN WELSH, 13,

827 Market Street, Williamsport, Pa.

ROBERT A. YERKES, 16,

Maple Avenue, Davisville, Pa.

DON DILTZ, 15,

800 Marion Avenue, Mattoon, Illinois

TERRY HUMPHREY, 12,

9036 Loyal Avenue, Seattle 7, Washington

AUDREY ANDERSON, 14,

Route One, Blaine, Washington

OLIVER W. MEEKER, 12,

332 N. Avenue 57, Los Angeles 42, Calif.

GERALDINE MacDONALD, 16,

Prince Edward Island, Canada

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Japan

April 13 in Senior Scholastic and World Week

PAMPHLETS: *Eclipse of the Rising Sun*, R. Hart (Headline Series No. 56, '46), Foreign Policy Assn., 22 E. 38 St., N. Y. 16, 25 cents. *Occupation of Japan*, L. K. Rosinger ('47), Foreign Policy Assn., 25 cents. *Report on Japan*, A. Crofts (Journeys Behind the News, Vol. 9, No. 22, '47), Social Science Foundation, Univ. of Denver, Denver 10, 40 cents. *What Is Happening Inside Japan* ('47), Newsweek Club and Educational Bureau, 152 W. 45 St., N. Y. 18, Free. *ABCs of Modern Japan* (IPR pamphlet No. 20, '46), Am. Council Institute of Pacific Relations, 1 E. 54 St., N. Y. 22, 25 cents. *Results of the Allied Occupation of Japan*, E. M. Martin (U. S. pamphlet No. 4, '47), Am. Council Institute of Pacific Relations, 53 cents. *Occupation of Japan*, L. K. Rosinger (Rep. Vol. 23, No. 5), Foreign Policy Assoc. 25 cents.

ARTICLES: "Re-control," *Newsweek*, Dec. 27, '48. "Japan's Communists Lose a Battle," D. Berrigan, *Saturday Evening Post*, Jan. 8, '49. "Birth of the New Japan," S. Kitawawa, *Education*, Nov. '48. "MacArthur Fact and Legend," *United States News*, Apr. 16, '48. "Trial Balance in Japan," W. I. Ladejinsky, *Foreign Affairs*, Oct. '48. "Japan's Five-Year-Plan," S. Tsuru, *Christian Science Monitor Magazine*, Apr. 14, '48. "Should We Rebuild Japan?" Y. Granada, *Nation*, Aug. 14, '48. "Defeat and Democracy in Japan," Y. Takagi, *Foreign Affairs*, July, '48. "General MacArthur," G. Creel, *Collier's*, May 15, '48. "Reconstruction of Japan," *United States News*, April 23, '48.

BOOKS: *Year of the Wild Boar*, Helen Mears (Lippincott '42) \$2.75. *History of Japan*, K. S. LaTourette (Macmillan '47) \$4. *Japan, Past and Present*, E. O. Reischauer (Knopf '46) \$2. *Star-Spangled Mikado*, F. R. Kelley and C. Ryan (McBride '47) \$3.50. *Chiyo's Return*, Chiyono Kiyooda (Doubleday '35) \$2. *Japan Rides the Tiger*, W. Price (Day '42) \$2.50. *Government by Assassination*, H. Byas (Simon & Schuster '44) \$3.75. *MacArthur's Japan*, Russell Brines (Lippincott '48) \$3.50. *Outline History of Japan*, Herbert H. Gowen (Appleton-Century '39) \$4.

FILMS: *Precious Land*, 10 minutes, rent. Association Films, 347 Madison Ave., N. Y. 17 (or nearest branch office). Life and work on typical Japanese farm, stressing intensive agricultural operations. *Report on Japan*, 19 minutes, apply RKO Radio Pictures, Inc., 1270 Sixth Ave., N. Y. 20. (This Is America series.) A review of the problems in reorientation of the Japanese into democratic thinking.

RECORDINGS: *The People of Japan*, 14 minutes, F-163, 33 1/3 rpm, free loan. Federal Radio Education Committee, U. S. Office of Education, Washington 25, D. C. Speaker—the Honorable Joseph C. Grew.

Community Forests

April 13 in World Week

Reference material can be obtained from U. S. Forest Service, Department of Agriculture, Washington, D. C.

ARTICLES: "Conservation . . . Keeping Memory Green," *Ladies Home Journal*, May '48.

FILMS: *New Dawn in an Ancient Forest*, 30 min., sale or rent, Dept. of Visual Instruction, University Extension, Univ. of California, Berkeley 4, Calif. (cooperative forestry conservation project by boys of Santa Cruz High School). *Forests and Conservation*, 10 min., b&w or color, sale, Coronet Instructional Films, 65 E. South Water St., Chicago 1.

FILMSTRIPS: *Community Forests, a Local Asset*, 78 frames, sale, No. 604 produced for U. S. Dept. of Agriculture, available from Photo Lab, 3825 Georgia Ave., N.W., Washington 11, D. C. *Arbor Day*, 40 frames, color, sale, Popular Science Pub. Co., Audio-Visual Div., 353 Fourth Ave., N. Y. 10.

RECORDINGS: *The Saga of the Forest*, 15 min., loan, No. A-107a, Federal Radio Education Commission, U. S. Office of Education, Washington 25, D. C.

The Guianas

April 13 in Junior Scholastic

PAMPHLETS: *Surinam, a Geographic Study*, by J. W. Nystrom (free), 1944, Netherlands Information Bureau, 10 Rockefeller Plaza, N. Y. 20, N. Y. *British Guiana* (ID-662), 1946, (free), British Information Services, 30 Rockefeller Plaza, N. Y. 20, N. Y. *Guiana, in Story and Pictures*, by L. Donaldson, (picture geography), 1944 (50¢), Whitman.

ARTICLES: "Color Glows in the Guianas, French and Dutch," by Nicol Smith, and "Surinam Subjects of Queen Wilhelmina," *National Geographic Magazine*, April, 1943.

BOOKS: *Jungle Journey*, by J. McE. Waldeck, \$2.50. (Viking, 1946). *Netherlands America; The Dutch Territories in the West*, by P. H. Hiss, \$3.50 (Duell, 1944).

FILMS: *British Guiana*; produced by MGM, a Fitzpatrick Travelog; distributed by Teaching Film Custodians, 23 W. 43rd St., N. Y. 18, N. Y.; 10 minutes, rental. *New Netherlands in America—Dutch West Indies*; distributed by American Film Registry, 28 E. Jackson Blvd., Chicago 4; 10 minutes, rent.

Straight Thinking

In Practical English

The following references are useful in connection with the weekly feature "Learn to Think—Straight" and with the editorial series on the "Marks of Maturity" running currently in *Practical English*.

BOOKS: *Do Your Own Thinking*, by C. H. Scherf. Whitteley House, McGraw-Hill Book Company, Inc., New York, New York. *Mits, Wits, and Logic*, by Lillian R. Lieber. W. W. Norton & Company, Inc.

Better Buymanship

Currently in Practical English

The U. S. Inspected Foods Educational Service offers free monthly recipes to help you select the best grade of canned goods for a particular purpose. Write the U. S. Inspected Foods Education Service, 745 Fifth Ave., New York 22.

Off the Press

What's Doing in 1949. A Guide to the Events of the Year Ahead, by M. B. Schnapper. Public Affairs Press, Washington, D. C. 105 pp., \$2 (cloth); \$1 (paper).

It is not too late to plan ahead with this handy date book. Two-thirds of the book consists of a chronological listing of events and memorable days. The latter section contains alphabetical listings of special days, weeks, and months. There is also a chapter on events ranging from dog shows to musical concerts and festivals. Assembly planners will welcome this new almanac and editions to come.

The Immigration Problem, compiled by Clarence A. Peters. The Reference Shelf Vol. 19, No. 7, H. W. Wilson Co., N. Y. 254 pp., \$1.25.

Here is another key to current controversy which opens many doors. By following the sound practice of including excerpts from articles, pamphlets, and books, The Reference Shelf affords the researcher an opportunity of sampling a wide range of materials on the problem of revising our immigration policy. All sides of the controversy are represented from Merwin K. Hart's fear that a "horde of immigrants" may "corrupt" our institutions to the sympathetic analysis of Maurice R. Davie's *Refugees Become Americans*. The legislative battle, the immigrant in America, and Europe's displaced persons are the chief areas of discussion.

Secondary school students should be familiar with the Reference Shelf volumes as an important aid to classroom work and discussion. There is a detailed bibliography for those who wish to pursue the subject further.

A Forward Step. The Improvement of Teaching Through the Stimulation of Teacher Growth. Curriculum Bulletin No. 7. Division of Curriculum and Instruction, State Department of Education, Augusta, Maine. 121 pp., 50¢.

Too often well-intentioned curriculum bulletins become so bogged down in theory that classroom teachers will walk an extra block to avoid them. Happily, this bulletin will save elementary school teachers many extra steps as they move toward modifying traditional methods by the activity approach. There are abundant examples, at various grade levels, of actual classroom experiences in which children are stimulated to participate in units as va-

ried as a study of the post office, Germany, the Middle Ages, and birds.

There are chapters which will aid the teacher who is already using the new approach, aids to administrators who must inform the community on it, and some suggestions for supervisors on gaining the confidence of wary teachers.

The Swiss Without Halos, by J. Christopher Herold. Columbia University Press, N. Y. 271 pp., \$3.75.

A land in which there are three official languages, but where most people speak dialects; where initiative and referendum are practiced, but women do not have the right to vote; where neutrality has been maintained even when its people fought as mercenaries, contains enough paradoxes to attract any inquiring scholar. The author brings to the job of unravelling Swiss mythology the advantages of an upbringing and education in Switzerland, although not a native of the land.

Readers who are looking for clues to world federation in the strange amalgam of Swiss unity may be disappointed. But if you are interested in an intelligible analysis of Swiss politics, religion, trade, international relations, and culture, you have it here. Although Mr. Herold's keen wit is brought into play frequently in these pages, his book is far from light reading.

The Law and You, by Max Radin. New American Library, N. Y. 190 pp., 35¢ (soft covers).

The law has become so specialized that few laymen would hesitate to give an opinion on what might seem to be a common sense matter. Although Dr. Radin's book will not permit you to step before the bar, it will give you a clearer insight into why the law is what it is and how it has been applied in some important cases. Almost all phases of the law of interest to laymen are included in chapters which discuss parents and children, husbands and wives, legal procedures, common law, equity, labor law, administrative law, and the Constitution.

On Being an Author, by Vera Brittain. Macmillan, N. Y. 218 pp., \$3.50.

Most people who would like to contribute to magazines or write a full-length book find it a chore to wade through textbooks on how to write. That there is ample guidance for would-be writers is documented in the bibliography appended to this person-

alized account of an author's experiences on the road to success.

Miss Brittain's novels, biographies, and poetry are better known in England than they are here. But her sage advice on the care which goes into the acceptable manuscript, the problems of marketing the finished work, and the rewards, if any, will be valuable to the young writer who has received his first rejection slips.

Although most references are to the English book and magazine market, the ably written notes by George Savage, Associate Professor of English at the University of Washington, point the work to the American scene whenever English experience is markedly different from the American.

Gold Rush Album, edited by Joseph Henry Jackson. Scribner's, N. Y. 239 pp., \$10.

California's ten million people may feel that these times are mild indeed compared with Gold Rush days. At the end of 1848 California held some 20,000 persons, not counting Indians. At the end of 1849 the population was close to 100,000. By the latter part of 1852 it was about 225,000. The excitement which attended this rapid growth of the State is captured in many of the 352 black and white drawings and pictures. The accompanying text does not spare adjectives in an effort to keep up with brawling claim-jumpers, hazards of the Cape Horn route, and the rolling hills of San Francisco. The volume is a worthwhile contribution to the three centennial anniversaries—1948, 1949, 1950—celebrating the Discovery, the Rush, and Statehood.

The People Know Best: The Ballots vs. the Polls, by Morris L. Ernst and David Loth. Public Affairs Press, 2153 Florida Ave., Washington, D. C. 168 pp., \$2.50.

The authors have a favorite pollster. He is Harry S. Truman, to whom they have dedicated this study of public opinion. It might seem that flaying the press and radio so soon after they have digested their crow dinners is akin to beating a dead horse. But Messrs. Ernst and Loth believe that "Already the pontifical tone is back. Already some of the pundits of the press are talking down to the public, preaching with the old dogmatic certainty in realms of great uncertainty."

Because the control of mass media is in the hands of comparatively few people, the writers plead for critical-mindedness in the public. They have assembled quotations from editorials, radio commentators, pollsters, and columnists—a monument to fallibility.

HOWARD L. HURWITZ

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